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Ideas, methods, techniques, and materials to aid teachers in the education of migrant children are presented. This guide is the result of 4 weeks of intensive workshop planning and investigation into migrant education by a group of teachers, principals, and agency workers from Colorado, New Mexico, Arizona, Oregon, Texas, and California. Background information lends insight into administrative problems. Problems discussed are attendance, transportation, placement, student records, and health and lunch programs. The curriculum development presented encompasses educational needs, learning readiness, language arts, mathematical concepts, skill development and enrichment, reading, arts and crafts, science, physical education, and geography which utilizes travel experiences. Worksheets and exercises are outlined which aid in writing and skill development. Samples of forms and tests are included which are used in evaluating placement, reading ability, writing and language skills, and mathematical skill. A bibliography is included. (SW)

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Learning on the Move

A Guide for Migrant Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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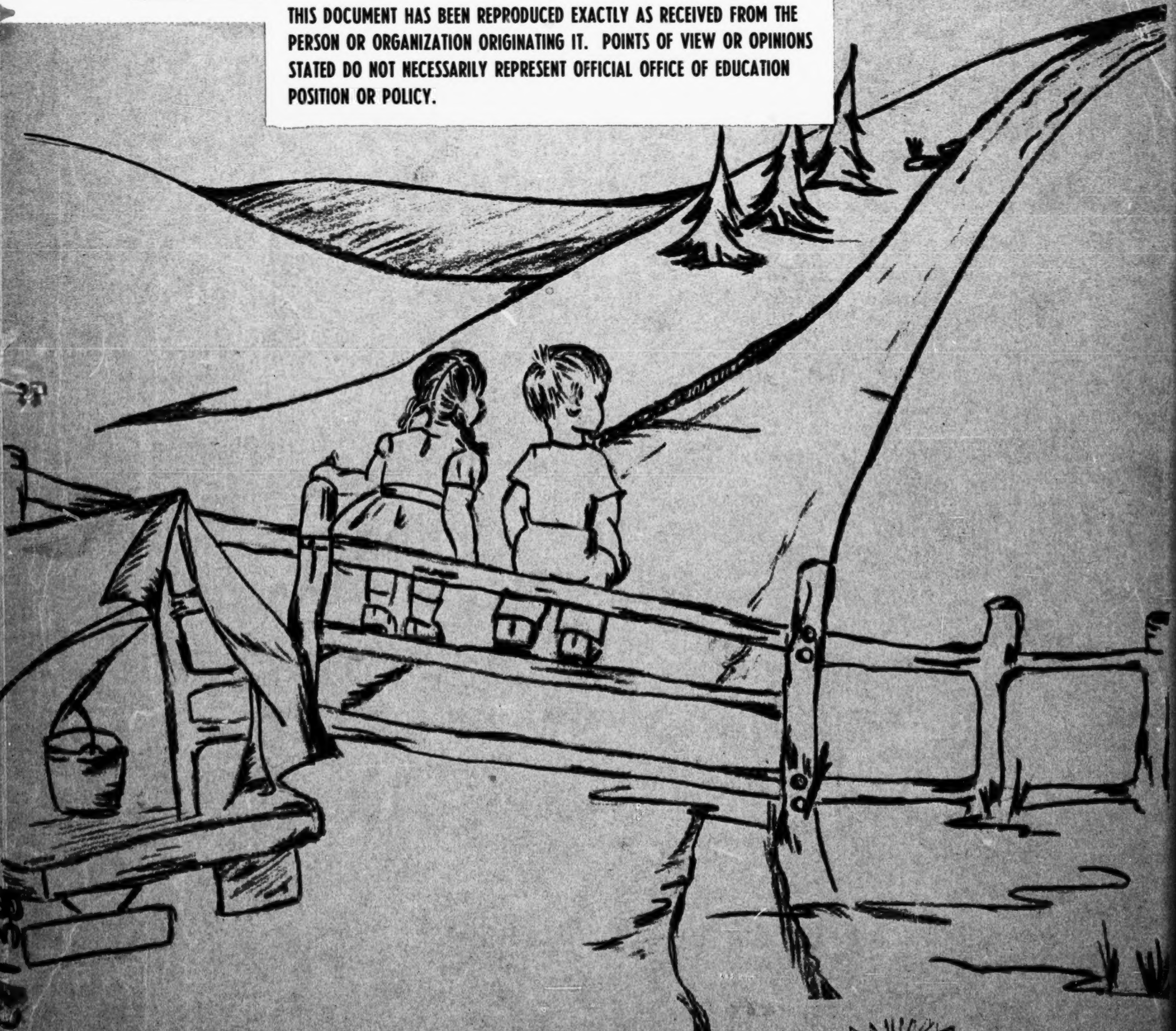

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LEARNING ON THE MOVE

A Guide for Migrant Education

Produced by the Members of

The Adams State College Workshop

on

Curriculum for Migratory Children

Neil W. Sherman, Director

July-August, 1959

Co-sponsored by
Adams State College
Alamosa, Colorado
and

The Migrant Education Research Project

of the

Colorado State Department of Education

in cooperation with the

U.S. Office of Education

Edited by

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Office of Instructional Services
Leo P. Black, Assistant Commissioner

Colorado State Department of Education
Denver
1960

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1960	Principles and Practices for Migrant Education
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Foreword

In "Learning on the Move" will be found many ideas, methods, techniques, and materials to aid teachers in the education of children whose parents find their primary source of livelihood in some type of work connected with the harvesting of seasonal agricultural products. Throughout the United States these people, who harvest and process seasonal farm crops, are referred to as migrant laborers.

The education of the children of migrants is a major problem in this country. During the past decade, efforts to improve the education of migrants have produced some guide lines for curriculum planning. LEARNING ON THE MOVE is the result of four weeks of intensive workshop planning and investigation into migrant education by a group of teachers, principals, and agency workers from Colorado, New Mexico, Arizona, Oregon, Texas, and California. In this workshop on Migrant Education held at Adams State College, Alamosa, Colorado, these leaders met with the express purposes of developing the philosophies best suited to education of the children of migratory workers, and of transforming these philosophies into suitable examples of curriculum materials.

This study is by no means complete, but is yet another step in our continual search to improve education for migrant children. LEARNING ON THE MOVE has been specifically tailored to the Southwest and its problems. The workshop members believe that many of their ideas can be adapted for use throughout the major migratory streams of the United States. They urge each area, state, and each local school to study, plan and modify as their situation demands for the improvement of the education of the children of migratory workers.

Other materials published which will aid in the solution of local problems are: "Teaching Children Who Move With the Crops", Fresno County Superintendent of Schools, Fresno, California, 1955; "Nomads of the Classroom", special helps for migrant children in Arizona classrooms, School of Education, Arizona State University, Tempe, Arizona, 1958; "Working with Migrant Children in Our Schools", School of Education, Florida State University, Tallahassee, Florida, 1957.

For their planning and facilitation of the workshop, very special appreciation is expressed to Colorado Commissioner of Education, Dr. H. Grant Vest; Dr. Fred J. Plachy, President, Adams State College; Dr. Keats R. McKinney, Dean, Adams State College; Dr. Alfred M. Potts, Coordinator, Colorado Migrant Education Research Project; and Miss Eva Borrego, Professor of Education, Adams State College. In addition, our appreciation is given to the contributions of the specialists, who served as visiting consultants, for their stimulating analyses and influence on the workshop members. Mrs. Elizabeth Martin, workshop member, has brightened this publication with her original illustrations.

A most sincere appreciation is expressed to The Migrant Children's Fund, Inc., of Pleasantville, New York, for $1500. in scholarship awards to twenty-three members of the workshop.

It is hoped that LEARNING ON THE MOVE will make a contribution and deepen our concern for better solutions in the field of migrant education.

For the workshop members,

Neil W. Sherman, Workshop Director

General Curriculum Consultant
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Definition of Terms

Certain terms used throughout this publication have different meanings to various groups of people. Their orientation to these terms is based on their previous experiences with them. It is the desire here to simplify terms so that a more realistic approach to migrant people and their problems can be had by all.

Migrant -
A person who moves from place to place, often crossing county and state lines, in pursuit of short term labor.

Bilingual -
A person who frequently communicates in another language, his mother tongue, as well as the indigenous language.

Ethnic group identifications

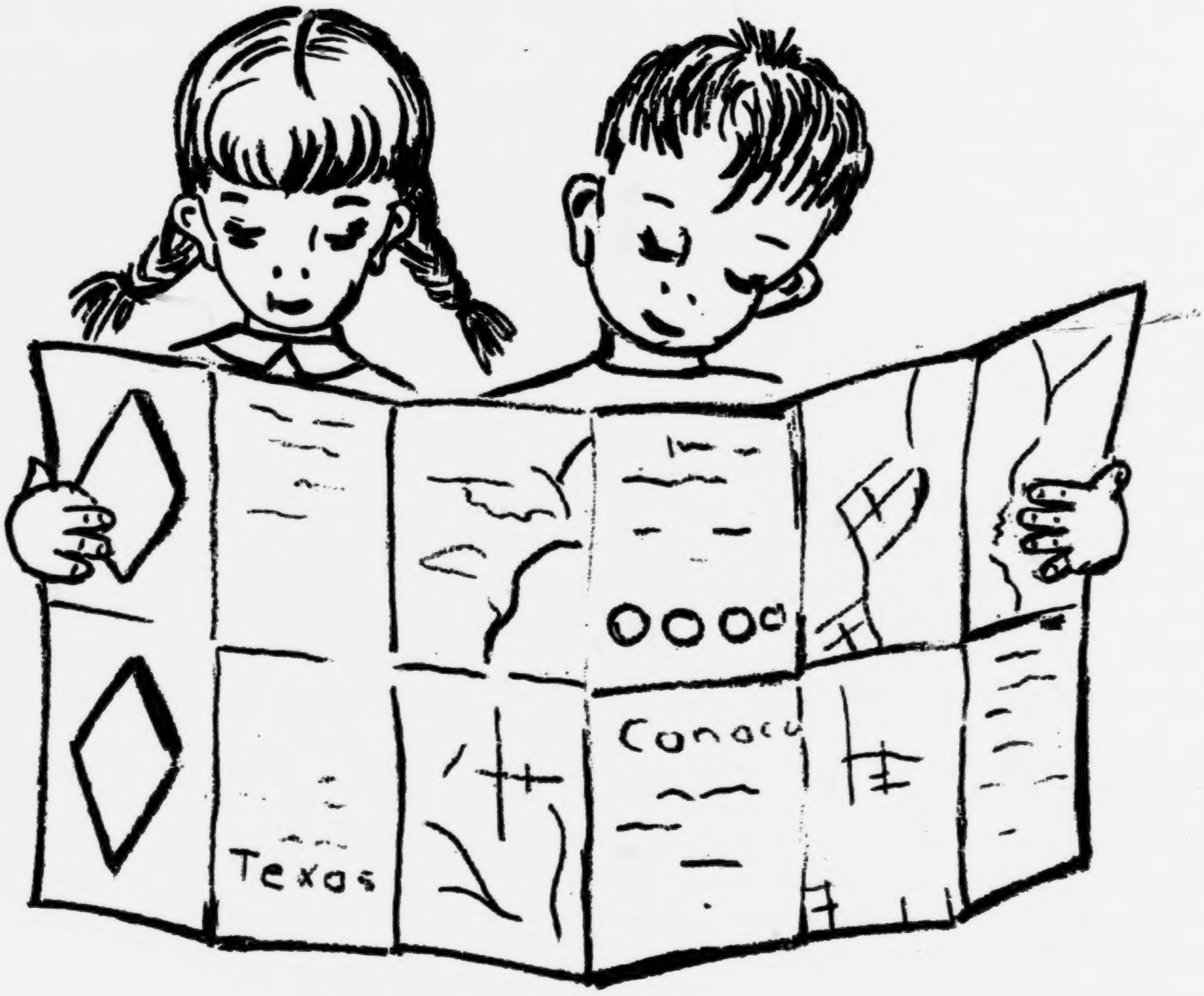
Anglo -
A slang term of contrast, meaning an English speaking person of European origin. The major population group of the United States.

Spanish-American -
A native American with Spanish origins.

Mexican-American -
An American with origins from Mexico.

Spanish-Speaking -
A person who uses some form of the Spanish language --- basically with some type of Spanish or Mexican cultural backgrounds.

Negro -
A person with dark skin whose ancestors originally came from Africa.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A Road Map

Preface

A ROAD MAP

Preface

All generations of mankind have struggled with the social problems and issues characteristic of their times. Through the planning of actions and the directing of human events, we have slowly improved our standards of living and thinking. One of the vital factors of such progress has been our near-universal system of education.

Today, the children of agricultural migratory workers represent a significant underprivileged minority in our country. The plight of these boys and girls requires thoughtful and energetic action -- by social agencies, schools, other community organizations, and concerned citizens generally. Particularly, improved schooling for these unfortunate people, with programs planned around their needs, represents an important force in improving their lot in life.

The Problem

One of America's current cultural, racial, and social problems is the place the agricultural migratory worker fills in the American socio-economic scene. Economically the migrant worker, by virtue of short term work assignments and low wages, secures a monetary return that is inadequate to support his family. Socially and politically he is deprived of many of the advantages of modern America.

Colorado's Migrants

The agricultural migratory worker is defined as one who takes up temporary residence away from his home base in a job in the production and processing of crops. There are seasonal concentrations of these workers in particular areas. Sugar beets are one of Colorado's chief field crops. Beets require extra labor during the growing season for thinning, blocking, and weeding. And in the harvest season some extra hands are needed for the operation of harvesting machinery.

However, in a beet area, the main need for extra labor is through the growing season. There is a problem in the type of labor required. "Stoop" work is not commonly acceptable to our Anglo labor population. This type of "stoop" work such as in beets and vegetables is done by some minority groups in each of the major migratory streams of the United States. In the Atlantic Coast stream Puerto Ricans and Negroes accept this labor. In the Mississippi Valley stream mostly the Negro with some Puerto Ricans do it. The Inter-Mountain stream originates largely in Texas. This stream is composed chiefly of the Spanish-culture people. The head of the stream branches northeasterly to include north central states of the Mississippi stream and northwesterly to the Pacific Coast. The Spanish-American does the stoop work in this migration stream. In the Pacific Coast stream the Spanish-American also does the stoop labor.

Colorado is served almost entirely by the Inter-Mountain stream, with but a few of the Mississippi stream stopping off on their passage to the Pacific states. Consequently, some three-fourths of Colorado's migratory workers are of the Spanish-culture people. These are referred to as Spanish-Americans, Mexican-Americans, Spanish-speaking, and by several other names.

The somewhat sophisticated Anglo seems to be preferred for some of the more desirable jobs in areas of migrant labor concentrations. The work that is classified as just under the semi-skilled is often assigned entirely to the Anglo workers. This work includes field machinery operation, running processing machines, and distributive processes.

No consideration is given in this report to the Mexican Nationals who are used in considerable numbers in the Southwestern states. The task of education is concentrated on domestic American families who travel with their children. The Colorado stream of domestic people must be known as to cultures and characteristics if the teacher is to do the most competent job with the children. She must possess an appreciative understanding of the characteristics that motivate the Spanish-cultured person as well as those characteristics that are the energizing forces among the other groups.

Characteristics of Migratory People

What forces cause the people to enter into the migratory stream? There appears to be two groups of forces -- the internal and the external. The internal are those forces that energize people from within themselves. These are the motivating units of character that, when added to the intellectual formula of an individual, add up to the sum total of what the person really is. The external forces are the multitude of power activators that tend to shape the person. Even with knowledge of the forces the stereotyping of migrants is a futile venture. Pointing out these forces serves to yield light on some yet unanswered questions concerning migratory people.

The Internal Factors

Though hard to measure separately some of the internal forces that shape the lives of many migrants may be listed here.

1. Lack of Purpose.

Foremost among them, perhaps, is the seeming lack of a continuing and consistent set of purposes, that property which enables man to guide his own destiny. Many migrants appear deficient in the will to cause events and shape events to their own advantage. These properties require intellectual planning and purposiveness in developing the direction of their activities. Purposes require recognition of the competitive elements in man's existence, the realizing of a point of need to prepare his own abilities sufficiently that he may compete with these abilities favorably among others, and operate on a par or in a superior manner with those who compose a competing group.

Such characteristic may stem from either inherited or environmentally developed causes or a combination of both. He may not have inherited the ability of reasoning, and through circumstances of life experience may not have developed the essential processes of reasoning by comparison. The power of reasoning is generally promoted during the period of formal education. The amount of formal education experienced by migrants is generally quite low with sixteen per cent having no schooling in a life time, and three fourths of them never getting beyond grade school.

Obviously, the one-quarter who had some schooling beyond the grades either have not developed their energizing powers sufficiently to compete or have had overwhelming external forces operative in their lives. The development of skills for making a livelihood has been neglected, either because of intellectual-character reasons or due to external forces over which there was no, or very little control.

2. Attitudes and Values

The lack of purpose is a characteristic from which important value concepts emanate. If these individuals do little to create circumstances, then here are activated value concepts that affect the lives of these people. The sense of value serves as a ceiling on man's activities. If purpose or lack of purpose helps to determine a man's course of action, the values in the decisions made are measurable.

Among migratory people, the value concepts are generally not on a plane that is common in everyday American society. Satisfaction in many areas of activity can be achieved by a calibre of action that in no way begins to answer the need of another group. For example, a dirty house may not disturb a migrant family in the least, but even having dirty windows may cause another housewife to get into immediate action to remedy a condition that does not meet the standards of herself, her family, or her peers.

Some lower value standards seem to be possessed by migrant people in most all areas of human endeavor. Why are their values lower? Perhaps it is largely due to the experiences of their lives. They have lived among peoples who have had a limited view of the broader life activity. Many of their views are limited by the areas in which they live. As will be pointed out later, much of the Inter-Mountain migrant stream (as well as other streams) originates in areas of limited industrial and often poor agricultural economy. Such an environment is not conducive to liberalizing the knowledges, views, concepts of values, or attitudes of a people.

3. Refusal To Accept Responsibility

The migrant people appear to possess a negativism about assuming the burden of making decisions. In a certain way, their sense of responsibility at the best is limited. They may have a willingness to accept responsibility within the area of their understanding, but understanding places a ceiling both vertically and horizontally upon the activation of responsibility. Vertically because these people have understanding of the less complex, and horizontally their understandings are limited.

The assumption of responsibility for decision or leadership is lacking as is shown by the large proportion of followership positions occupied by migrant laborers. Planning for effective use of family resources often is lacking. Taking on responsibility for economic ventures is seldom practiced. Undoubtedly, the level of educational achievement and the life experiences that develop understanding are limiting factors in the expression of responsibility. The mental ability level, also, can be a limiting factor.

4. Resistance to Regimentation

A resistance to regimentation, organization, and group responsibilities exists in members of the group. Study [1] shows that these people do not enter into groups to strengthen their own position. They are individual bargainers and lessen their strength by failure to enter collective groups. This resistance extends through all levels of their economic and social lives.

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[1] Potts, Alfred M. et al., Social Profile of Agricultural Migratory People in Colorado, Colorado State Department of Education, 1959, p. 32.

5. Personality Characteristics

Certain characteristics of their personality stand out for the weakness they create. The migrant person may have the tendency to take the easiest course of action when a problem arises, decision is needed, or action required. Instead of fighting conditions to improve his relative position, the migrant may shrug and respond with "What's the use!" This trait might be inherent in the person or cultivated by numerous failures experienced in life to date. These traits play a definite part in retaining the man in the migrant stream, where he takes only what is offered and is not required to put up a fight to earn a better reward. Being satisfied and adjusting to conditions is easier than resisting conditions and fighting for change that would better a situation. The course of least resistance is the course often chosen.

This characteristic of weakness is associated with a lack of persistent life planning. There are frequent decisions of lesser import to be made because there is no pattern to be consistently followed.

6. Inadequate Communication Ability

The agricultural migrant worker is one of the least represented individuals in any American social group. He is not organized to sound a voice from within, and there are few within the group who are capable of expressing a voice representing them. Individually they lack the ability to attract listeners. They do not objectively organize their case; probably, because they cannot do so--nor do they possess the initiative to originate the effort within their own group.

7. Lack of Basic Occupational Skills

The bulk of migratory people come from non-industrialized, chiefly, though often poor, agricultural areas. With only limited education and no formal vocational learning, these people possess only limited knowledge of one vocational field--agriculture. The knowledge possessed about planting, tending, harvesting, and related work as machinery operation and maintenance, has been acquired through actual experience. Skills developed are only those that have been practiced in work situations.

There is little in the way of specialized skills in other areas than agriculture that these people can use to break from the farm labor stream. Those who possess some degree of initiative, energy, intelligence, and ambition may make opportunity for themselves by gaining skill in a service field, and ultimately connecting with a job endowed with some degree of permanency. During World War II some migrants were able to break away but today too few do this.

The External Forces

Many of these people were born into a societal level that was low in the socio-economic grouping of their regions. The forces of poverty were great in shaping their lives. Many who had little schooling were denied the training not because it was unavailable, but rather, because they were pressed into manual labor due to a family necessity to survive. Some were of the first or second generation in the United States, and family intellect had not yet grasped the desirability of preparation for adulthood with training in both intellectual and skill pursuits.

The fortune of birth in a poorly adapted society, living with an outmoded culture, and with values that would not allow adequate weighing of the practical aspects of life preparation has hampered many of these people. The internal power to do has not been exercised because of the prevailing attitude of acceptance of what is. Many in the group, regardless of racial background, have the value concept that it is easier to adapt to the circumstances than it is to make an effort to alter the circumstances.

Very important in the lives of many of these people is the economy of the area into which they were born. Many come from sections of the nation that are basically agricultural, with little developed industry, but poor even agriculturally. Inability to escape the poor economy has caused a cumulative stagnation of these people as individuals. There was no better life apparently visible to prepare for, and no means to further the preparation for life. Life was a matter of looking after each day as it progressed. There was no opportunity to store anything for a future day. These circumstances are conducive to stagnating the initiative and this is precisely what happened.

Some of these people have been victims of circumstances beyond their own control. Sickness that depleted resources, and chronic illness that denied continuance of work in a field of adequacy have caused some to use the seasonal farm labor work as an opportunity to maintain themselves or to help on the road to stable financial conditions. No major catastrophies such as dust bowl conditions have existed in recent years, but individual family catastrophies are always happening.

People of agricultural background will continue to seek subsistence from the only type work they know. In circumstances of dire need, the only thing available to sell may be their own services, and these being limited they must sell them wherever there is a market at whatever that market will offer. We are thinking here, primarily, of the agricultural migratory family, which possesses few skills and does the manual labor in fields and orchards. Other migrant groups have varying degrees of skills, but all seem to possess more skills than the basic, largest, fieldworker group. The lumber industry has its loggers who move with seasons, usually, to two locations each year; the lettuce growers have a following of specially skilled workers who "follow the weather", going from one lettuce harvesting to the next, doing a regular tour of the lettuce areas each year according to season. The small grain threshers of the Great Plains are migrant workers of skill and specialization. They begin the season in the southern border states and work north often into Canada. Of higher level skills, the group cares completely for its own needs, even to timing its seasonal work needs to other occupations of group members.

Questions Raised

Many questions are raised in the approach to the migrant education program:

What are the objectives in the education of these minority group children?

What are the motives in an education program for them?

Does the American society demand conformity? Or, should the minority culture patterns be promoted parallel to a common American culture?

Are these people consulted and their expressed opinions registered in the program designed for them?

Patterns determined, how can the objectives be achieved?

After learning where and when people are, what can be done in education to improve their status?

What are the educational needs of the children?

Of what shall the education process consist? How best can the needs be met?

These questions are not all answered here. A consciousness of the questions and much information about the people must be mastered by the teacher before she reaches a state of competent understanding that will permit her to do a thorough job of teaching. When this state of understanding is reached a teacher will know how to treat the problems of semantics that constantly arise. Semantics involve the differences in cultural understanding. A word in Spanish has a specific meaning, but there may be no equivalent word in English to express this specific meaning. If there is no literal translation, how does the teacher teach the new concept? A vicarious process cannot be used. Some direct experience methods must be devised to stir understanding in the child of a concept that is entirely new to him.

The Workshop purpose was to bring about a basic understanding of the problems and situations of the agricultural migratory people, but primarily the objective was to present to teachers the materials of understanding necessary to accomplish a better educational program for migrants where ever they migrate.

Why?

A philosophy

WHY?

A Philosophy

We believe it is essential that every child acquire the maximum education which his endowments will permit him to use effectively in our society. Achieving this goal for the children of migrant workers, however, presents us with a tremendous challenge. And yet, the need of these children is great. Continued effort must go into building educational programs to meet these needs.

The belief must be paramount that these children are worthy of the maximum effort of all people. Moreover, the kind of a program which meets the special needs of migrant children is a better program for all children.

Who Am I?

Our Concern - the Children of Migrants

WHO AM I?

Our Concern

Who am I? Everywhere I go someone asks me, "What's your name?" as if that would tell them everything about me. Maybe it does to some people for my name is Rosa Lida de los Campos. When they give me that look that says, "Oh yes, she's a Mexican, I can tell by her name!", I want to shout that my name is me and it means "lovely rose of the fields", but they wouldn't understand so I just look back at them. How am I so different?

Now, I am in Colorado, but that is just because my family has to work somewhere, and there are many fields of potatoes, vegetables, and fruit to work. here. I guess you say, I am from the fields because my family are all field workers. All my life I see many fields, many places where they grow things to eat and cotton for things to wear.

When I first remember where we lived in Texas it was by a big field of cotton, and I remember getting up in the morning wishing it would be gone. My Papa would smile and say if it would not be there, then we wouldn't have a job that day to get money to buy flour for tortillas or milk for baby Ramon.

All I could see about that big field of cotton was my hands and arms with big red scratches from the thorns. All I could feel was how heavy the sack of cotton became. I remember some of the boys and girls telling me to put rocks in the bottom so it would have more pounds and I wouldn't have to get my hands so sore from pulling cotton. They said it wasn't bad to do it, but it was bad if I got caught.

Always there was cotton to pick, but it was fun at noon to sit in the shade of a cotton wagon and eat bean tacos and talk with my best friend, Angelita, about people that lived in far away places. Angelita would tell me of all the places she had been way over the mountains, and so far away that her Daddy couldn't get there in one day. Instead he had to stop very often and work in some man's field to get money to buy gas for the car to go to another place. It was such a beautiful story that I decided I wanted to see all those far away places, too.

At the end of one day, when it was very hot, my father came into our little adobe house and said to my sister, Carmen, "You help your Mama put some clothes in the boxes because we have finished picking cotton here and must find another place."

How happy I was! Now, we could see some far-away places. My sister was not very happy. She could not go to school and read from beautiful books and make numbers on a piece of paper.

That night, after we finished eating frijoles, my father was very happy as he started to sing about the pollito y la mosca. We all laughed and knew that, today, is the best day and right now we don't have to worry about the many miles we shall trace tomorrow. My sister even forgot about the beautiful books and putting numbers on paper.

I was too little to remember much more about that next day. We put our boxes of clothes, beans, flour, and other things from our house into our car. The car made lots of noises, and went away past many fields of cotton.

Now, I have twelve years, and with my sister Carmen, my brother, Ramon, we are nine counting Roberto and Rodrigo, The twins, Royal Anne who was born in cherries so my Mama told me, Mary Luisa who has a big scar on her arm when she was burned in a cabin we lived in once, and Pedro who tries to sing like Papa, and our newest baby Carlos who cries so much.

Many days we went to many fields because sometimes we put potatoes in a sack, picked cotton, pulled onions, and other vegetables. Sometimes we couldn't work at all because the patron would say there was no work that day because they weren't ready or maybe it would rain.

I never saw much rain in Texas, and I thought it would be much fun to travel in our car with the rain coming down on the roof. Mama and Papa would be sad for they remembered all those days when the rains came. We were not able to work. When my father would stop to get us something to eat, it had to be something we didn't need to cook. This was fun, but Mama often said it was not good for us to eat cold food so much of the time. I sometimes had a stomach ache.

So many camps we have been in! Everywhere we go Mama and Papa said we must learn many things. We learned how to kill rattlesnakes in the fields with a hoe or a stick, and we learned to wash our clothes in the irrigation ditches because we had to carry water so very far. We learned how to cook verdolaga, which is a sort of weed, because we didn't have any money.

Carmen was wanting to learn more things in school, and wherever we went, she would ask the farmers if they had a school. We sometimes went to school, but not always. When it came time for another of our family to go to first grade, my Mama and Papa could not always go with us to tell the teachers about us. They had to work much to get money to buy us shoes. Of course, we didn't wear them much in the camps, but it seemed important to wear them to school, and so sometimes we never went to school because we didn't have shoes. Other times a big man or a scowling woman would come into the fields where we were working and say it was the law so we would go to school.

Sometimes, when we went to school, other children would laugh at us and call us names like "dirty Mexicans", and "bean eaters." They would say real loud, "Talk English if you want to get anywhere."

Many times Roberto and Rodrigo would come home with bloody noses and ripped shirts. That was, of course, when the teachers of the schools didn't know what was going on. The teachers of the schools where we lived didn't always talk Spanish so it was hard to tell them our side. But we guessed they were our friends and we liked to color, to play games, and to read.

Sometimes we went to five different schools in a year. Some were big schools, some were little schools, but they were all different. We missed many days, too, because we had to stay back to take care of the little ones while our Mama and Papa worked.

We had it easier in New Mexico because there were some boys and girls whose fathers were in the air force and had to move many times like our family, and they were behind in their readers, too, so I almost got caught up with the others in school.

At many camps where we lived, there were families who didn't talk

Spanish like us. They said sometimes they lived in Arkansas and Oklahoma. They all picked beans in Michigan in the summer time, and maybe peaches and cherries in Oregon. They were always telling about the times they went up the road.

Sometimes I wish my friend, Angelita, would come with her family to our camp so we could talk, but the only time I see her is when we go back to Texas to the house where my grandmother lives. Then some years I don't see her.

I just got another polio shot and my arm is sore. It seems that everywhere I go, someone is afraid I am going to spread germs, so they are always giving me shots. My brothers Roberto and Rodrigo are just like babies and we have such a hard time finding them. I heard one of the nurses say, "It is hard enough to find those migrant children in their shacks down the road without trying to chase them down around the clinic." Some places we have doctors and nurses who make a special day for people like my family to get shots.

Because my father said there were some places the people in the communities liked us and helped us talk English better and gave us more jobs, he would go there again next year. In fact, we are here in this same place for the third time. Maybe my father can get a job somewhere, where we can have our own house with a number on it like the other families in Colorado or New Mexico and we won't need to miss school.

I like Colorado and I want to go to high school and go to college and be a teacher. My sister Carmen went to a high school for the first time last year, and she says she knows there are equal chances for all if one really wanted to have them. When I was traveling these eight years with my family, I was sure there were none. Signs in restaurants would say, "We don't serve Mexicans here." Of course we most of the time didn't eat in them because we didn't have enough money so my father would go in and bring it out to us in the car.

So many camps we lived in had cucarachas, rats, mice, flies, and mud up to our knees, so that I say when I grow up there will be more money in our house.

When I say the Pledge of Allegiance, it is like a prayer I say to God, and I don't want to think that there is liberty and justice for all but me. I promise that some day the things I learn in school, in church, on the playground, and with others I meet I will help God to make a better world for all the Mexicans, the ones from Oklahoma and all of us.

Who am I? I am an American, and because I help harvest the things that everybody eats and wears then I am not just a migrant that doesn't know how to be a citizen.

What to do about it?

In the foregoing autobiography, Rosa has given us a good picture of migratory life. But we might ask ourselves these questions:

What can we as teachers do to help these people?

What can the community as a whole do to aid migratory workers?

It is most important that we prepare the local children for the arrival of these migrant children. This can be done by pointing out the contribution these migrants make to the community, the need in the community for these people, and that all labor is worthwhile, necessary, and respectable. Also, that all children regardless of race, color or creed have a right to attend a public school.

When these migrant children enter school, they must be made to feel that they are a part of the group. Teachers must remember that these children haven't moved just once during the year, but several times. Because of having to make many adjustments to new schools, new teachers, their feeling of security can virtually vanish. It has been said of these migrants that the only thing they are sure of is their insecurity. So, it is our task to build up within these children confidence in themselves, and a knowledge that they have ability to learn and to do.

Teachers must build up a learning situation in which these children can participate and succeed. Our educational program must be planned so these children can learn to live better now, and to help them to develop into good citizens who will assume responsibilities. In other words our teaching must have meaning to these children, their problems and their life.

Teachers must remember to keep all units of study short. If there is a language difficulty, we must be alert for opportunities to permit children to learn and practice English. Dr. Tireman in his book, "Teaching Spanish Speaking Children", makes this comment, "You learn to talk by talking." Also, remember words must be used to be retained.

The teaching of these children presents a great challenge, their needs are many, but most of all they need encouragement, inspiration, and understanding.

Secondly, what can the community do for these migrant people? There are several things that can be done. Some are:

Help to stimulate a healthy and helpful community attitude toward these migrant families.

Provide better housing, encourage migrant children to go to school, and arrange for health services.

It has been recommended that local school boards, P. T. A. groups, civic, and religious groups put on campaigns to impress upon parents the value of an education for their children; that these groups promote adult education classes for migrants.

Communities should encourage migrants to use recreational facilities.

Encourage home demonstration agents to provide service to migrant families.

Consider the need of child care and nursery centers.

Make a study of these migrant people, Who are they? Where did they come from? What is their culture?

We are happy to report that some progress is being made. Namely, The National Child Labor Committee, the Consumer's League, the National Council of Agriculture and welfare groups.

The Girl and Boy Scouts are working to draw migrants into their program.

The Migrant Ministry working through the General Board of the National Council of Churches is carrying on a home mission program to help the migrant people to grow physically, mentally, morally, and spiritually so that they may be more able to take their places in our democracy.

Let us never forget that these people constitute a form of social problem, at present, that our society and government will have to face sooner or later. Since migrancy is not an isolated thing, and since its roots lie in the south and west, it has become a national problem. For the present time, the greatest initiative will have to be taken by the people of the local community.

Communities that have met the migrant problem have found it most helpful to start planning before the harvest season opens. The best place to start is wherever you can and go on from there. Then remember, as soon as one season closes, start planning for the next year.

A Necessary Service Station

Special Administrative Problems in the education of Migrants.

A NECESSARY SERVICE STATION

Special Administrative Problems In The Education of Migrants

The problems of administration in regard to migrant children, aside from questions concerning curriculum, deal with attendance and transportation, placement, health, and the school lunch. After the child is located and enrolled in school, he must be kept coming as long as he is in that area, and encouraged to enroll again as soon as he moves to a new community. Getting the child into the room and group where he can be happy and learn new skills must be accomplished with dispatch. For his immediate physical needs, the daily school lunch, as well as education about sanitation and preventative practices, must be stressed. When these problems are recognized and dealt with by the administration, then the teacher has a chance to do some really constructive work with, and for, the migrant child.

Many times migratory families are in serious need because they do not know the person or place to go for help. Administrators can direct children and parents to the proper agency to deal with each particular problem as it arises, and thus build within the migrant group the knowledge with which to meet future problems. Exchange of such information with others will bring up the general information level of migratory workers. Although the names of these agencies may vary from place to place, the functions remain similar.

The major source of aid is the county welfare worker. If residence requirements are made in that community, the welfare office will know the procedure to be followed for special cases. This may, in many instances, involve the county doctor or nurse.

In most communities, there is a ministerial association made up of the local church pastors who have a fund for meeting emergencies. Sometimes the local service clubs, such as Kiwanis, Lions, and Rotary can be of assistance. When there is a Migrant Council, this, often, is one of its functions. Any community may ask for and receive help in starting a migrant council.

Aside from these groups there are usually local groups who may have rummage sales. Clothes are sold for a nominal price and the money put into a fund for meeting emergencies such as medical or nutritional needs of migrants.

IMPROVING ATTENDANCE OF MIGRANT CHILDREN

Educators in general, as well as the members of this migrant workshop, agree that "if we can just get these children to come to school regularly we can teach them".

The factors controlling attendance seem to fall into four groups: (1) the child's desire to go to school, (2) the amount of education of the parents, (3) laws controlling truancy and child labor and (4) the present economic need of the family.

If the child really wants to go to school, he will usually manage to get there in spite of the other factors involved. But many times his own health is poor, either from malnutrition or some other ailment, so that he really doesn't feel like going to school. Often when he is well, he must stay home to care for some other member of the family while the adults work. The superintendent must use every means at his command to find migrant children and bring them into the school room. He should keep in close contact with the farm labor employment office officials who can keep him informed of the times to expect new families in his district, and about where they will be living. The local contractors who line up the laborers for each crop can give valuable assistance in locating seasonal worker families.

If the local land owners know the superintendent and realize that the school wants them to report new families, they are much more likely to do so. The same is true of the business men of the community.

The social worker in the district is a most valuable ally in locating children as well as keeping them in school. She usually knows whether the children are able to be in school or not. If there is a county nurse, she and the welfare office are valuable sources of information. They can often bring pressure to bear that will put the children in school.

A truancy officer who is sympathetic with the migrant family, but firmly cooperative with the school, can do much to keep good feeling in the community.

The resident children are often a source of help that should be used. But even though a superintendent uses all these methods, he will still have to go out and contact the children's parents personally to keep the pupils in school.

Sometimes the child comes to school, but develops a dislike for the whole procedure. This may start the day he first enrolls because the experience is very different from anything he has ever known, and he is frightened. If he does not understand English, he does not even know why he is pushed from one place to another, nor what these people want him to do. He only knows that somehow he has displeased these people and it makes him unhappy. If the class is large, the teacher can use very little time for any one child. He is neglected and feels it. Small classes would help solve this problem.

One method the school could use to avoid an unhappy first-day experience is to plan ahead for the migrant's first day at school. Before school opens, a group of older children might be trained as receptionists. The only requirement for this group would be an acquaintance with, and understanding of, the migrant child's type of life and his language. The receptionist might seek out and become acquainted with the migrant child before he comes to school to enroll. Or he might be assigned a group of 4 to 6 migratory children who had appeared that day for the purpose of enrolling. In any case, the receptionist's job would be to talk with his group, help them to find drinking fountains, rest rooms, or meet any need they might have and keep them feeling welcome until the principal or teacher enrolls and places them. The receptionist should act as interpreter if one is needed, and can be a valuable aid to the principal in getting information on the migrant's former school experience. Frightened newcomers will often talk freely to another child in his own language when he will not answer a teacher who questions him. The receptionist can be assigned a continuing duty to watch the attendance of his group, find out why an absence occurs, and report the reason to the office. If there is no real reason except lack of interest, he might coax the offender back to school.

If, on the days many migrants descend on the school at once, each receptionist wore a bright ribbon badge and had his own little "room" with some picture books and a few chairs set between two folding screens, he would be more likely to realize the importance of his job and do it. Others would also recognize its importance, and thus contribute to his development of a sense of responsibility. This will help to build the receptionist into a worthwhile citizen who can be depended upon to carry his share of the community load.

The attitude of the school staff, from superintendent to custodian, toward migrants can, and usually does, determine whether these children like school and want to come. This staff attitude can, also, mold public opinion throughout the resident members of the community. Most adults absorb the ideas of their young people who in turn absorb and pass on the attitudes of their teachers. If these teachers are friendly, cooperative and understanding toward migrants, usually the resident children will be, and this will influence the parents.

The migrant child often has very little opportunity to do home work. If the teacher handles the homework situation kindly, but wisely and firmly, the child will try to correct his attitude without developing a dislike for the school.

The success or failure of migrant education rests largely in the hands of diplomatic teaching personnel and staff workers.

Statistics show that parents generally see that their children attend school in direct proportion to the amount of schooling they themselves have had. The higher the parents went in school, usually the more strict they are about their children's attendance.

State and federal laws controlling truancy and child labor help to keep in school the children of parents who are otherwise indifferent. People usually prefer to keep out of trouble with the law, so will send the child to school at least one day in three at those places where, on the third day, some officer will come to see why the child is absent. If the child is not allowed to work anyhow, he is less trouble if he spends his time in school.

In cases where the family is really in serious financial need, the parents may risk breaking the law in view of the money the child can earn if he can get a job. But if they know they will be caught and brought to task, they usually send him to school.

A central clearing house for school records in each recognized migrant stream would make it possible for a school official, truancy officer or social worker to find out the total days attendance per year for each child. This would be a definite step forward in solving the migrant attendance problem.

It is the responsibility of the community to build a desire for school attendance first, within the child through kindness and sympathetic help with his personal problems, second, within the parents through social acceptance, help in solving health and welfare problems and the avoidance of serious penalty from the law.

In conclusion, it is the responsibility of the school staff working with the community to create an atmosphere that causes the migrant to feel welcome in the school; to feel that he is necessary and wanted in the process of building a bigger and better community as well as a bigger and better America.

TRANSPORTING MIGRANT CHILDREN TO SCHOOL

Since the migrant children live in locations ranging from homes near the school to homes on remote farms, the administration should:

1. Know the number of children to be transported.
2. Know where the children live.
3. Inform the farmer, parents, and children of time and route that the bus will travel.
4. Provide methods of transportation.
5. Send a "follow-up" bus.
6. Know that the bus driver is a qualified person.
7. Emphasize safety at all times.

A survey of the child's "whereabouts" should be conducted by the principal, superintendent, or a reliable person from the community, so that the farmer and the child's parents may be informed of the time, purpose, and value of the school. These people must know the schedule and routes of the bus.

As migrant children usually are scattered throughout the area, the school must furnish transportation for them. In most schools the district's buses are used for transporting the children. In some instances buses with drivers are contracted for a set fee. The drivers for the buses must be persons who are physically qualified and with training in first aid. A pleasing personality and a liking and understanding of children are very important personal factors of a bus driver. The driver should be a person who will make the children want to come to school.

Children who ride the bus--as well as others--must be taught safety regulations and the danger that confronts them if they don't observe these regulations.

Recommendations

A car should follow the bus to bring the children that might miss the bus. This practice should be continued for a few days until the children become accustomed to the schedule.

Some method of shelter should be provided for the children who have to walk a long distance and wait for the bus. This shelter would keep children out of the cold, wind or rain until the bus arrives.

Bus routes should be reversed whenever possible so that the same child won't be the first one on and the last one off all the time.

PLACEMENT AND CLASSIFICATION OF MIGRANT CHILDREN

It is difficult to classify migrant children and place them in the right classroom because of the familial conditions. The families have had to move from place to place in search of employment. These migrant families seek seasonal agricultural employment. Wages for this type of work are generally low. In many cases where the family can get by the Child Labor Law the children work to supplement family income, instead of attending school. As a result, the children get behind in their school work. When they enter a school, they do not even have a report card to present to the school officials so the school people might have an idea as to what level work the children can do.

Children who move from one community to another should have with them a certificate of transfer. The receiving school will then have some basis to place the children in group levels where they will be able to develop to the best of their abilities. If direct contact with the sending school can be made, arrangements should be made for cumulative records or copies to be sent to the receiving school. If this could be done, the receiving school would have all the information available on the children involved.

Unfortunately, records are not available and when migrant children enter a school some procedure for placing them in a group must be used. Several procedures for grouping migrant children are now being used by schools.

Assignment of migrant children to a teacher and to a room should not be delayed. It should be a speedy process with all complicated and unnecessary routines eliminated. However, care should be taken that the child is placed in a group where he fits socially and academically. In the grouping of migrant children, past achievements and chronological age are very important factors.

Classifying migrant children has been done in schools mainly according to only one criterion, chronological age. This criterion for classifying children will serve in many cases to satisfy only his social life, which is a very important factor, but at the same time the child is misplaced in other aspects of school life.

Through no fault of his, a child eleven or twelve years of age, has never attained the basic vocabulary in English of a second grader. When he is enrolled in school he will be placed in the sixth grade. What are some of the faults of this lone criterion of grouping children?

1. The child is lost with his meager understanding of English, he cannot participate in class activities and he may even do very little participating on the playground.

2. The teacher has other children and to find the instructional level of this child may take a long time.

3. Often the family moves without previous notice after the teacher has found the instructional level of a child and has instilled an interest to learn and the child is beginning to show progress.

In some schools the migrant child is placed in a regular classroom with the understanding that he may be moved. The teacher, when she can find time, uses all materials and information at her command to find his instructional level. This information is passed to the principal and the child may be moved to another room or he may remain in the same room.

In this situation the child:

1. Does not feel he belongs. When he is moved he goes through the

same period of adjusting to another new situation.

2. He will not try to enter into class activities. He may mark time just waiting to be moved.

3. If he is not moved he will be disappointed unless he is made to realize that he is a part of the group and is capable of doing the work the group is doing.

Other schools place children in a remedial type room which is full of materials to work with and has an atmosphere which seems to say we are glad to have you. Tools and materials are available and a job waiting for him. In this situation, the child feels at home right away and the situation gives the teacher an opportunity to find his instructional level and to help him progress. Upon the recommendation of the teacher, he will be moved to a room where he will be using his time to best advantage. This method has very good possibilities provided the entrance class is kept small, so that the teacher will have some time to devote to each individual child.

Since it is considered good educational practice to start the child where he is, it is imperative that his instructional level be located as soon as possible. The curriculum should be flexible, so that he will advance as rapidly as his capability permits. Emphasis should be placed on oral language, correct pronunciation of words, and comprehension of materials he reads until he attains his own age-grade level. The child is now ready and willing to participate in all class activities and has a better feeling of belonging.

Following is a description of schools of Edcouch-Elsa, Texas, and how migrant children are placed in the schools.

Edcouch-Elsa Independent School District is located at approximately the center of the Lower Rio Grande Valley, at the southeastern tip of Texas. The school district consists of Elsa Elementary School, Central Elementary School, Edcouch Elementary School, Over-Age School, Junior High and Senior High School. Edcouch and Elsa are two communities about two miles apart, and with a population of about three thousand each.

The Over-Age School or "Junior High Annex", as pupils in this school prefer to call it, is a special school for children who are 12 years old or older who are not capable currently of doing sixth grade work. Children in this school are grouped from the first through the sixth grade, and may advance at their own rate. Academic skills are emphasized part of the day, and the rest of the day boys go to shop. The use of hand tools is stressed. Boys are encouraged to bring furniture from home to repair and refinish, and are also taught how to make minor home repairs. Girls go to home economics and are encouraged to make their own clothing and that for their family. Girls are taught, also, how to prepare inexpensive nutritious meals.

From the Over-Age School children are promoted to the seventh grade. A standardized test is used to determine if they are capable of doing work that the seventh graders are doing in this school. The norm is set by testing the seventh graders at the beginning of the year. Promotions to the seventh grade from the Over-Age School are made at the end of every six weeks. Reports from the High School Principal have been that, as a rule, these boys and girls have been able to hold their own with the rest of their high school class.

Central Elementary School, located between Elsa and Edcouch, enrolls children from the first grade through the sixth grade and has all the fifth and sixth graders in the district except those who are in the Over-Age School. In Edcouch and Elsa Elementary Schools only first through fourth grades are enrolled. About 50% of the children of these two schools are from migrant homes.

Six year old children are placed in beginner rooms. Oral language and correct pronunciation are stressed. Through the year the children in this group will have advanced to different levels of achievement. At the end of the year, the teacher assigns each child to the room where he will be able to do his best work. Children from beginner rooms may be assigned to a pre-primer room, primer, first or second grade. Assignments for all the other children are also made on teacher judgment. Children who enroll within the first three weeks in September go to their assigned rooms. Pupils who enroll after the third week are given a reading ability test, designed by the Edcouch-Elsa School System, and are placed in groups of the same reading ability and age.

Edcouch-Elsa Reading Ability Test and how to administer it.

To administer the test a child calls a list of words to the testing teachers. If he misses five words, it is an indication that the rest of the words are too difficult. This gives the teacher a definite place and a specific book to have the child read aloud. If the child, in his reading, needs help with more than one word from twenty the material is too difficult. The child is then asked to read from the next lower book until he reads with some degree of fluency. The teacher now asks him questions or she may use the questions which are already provided in the teacher's manual. The teacher has located his reading ability level if he answers the questions and satisfies the teacher that he understands what he reads. The child is then placed at the level where he is able to do good work in:

1. Reading with understanding.

2. Problem solving.

3. Spelling.

4. Participates in class activities.

Additional information which the testing teacher may obtain is passed on to the next teacher at the time the child is assigned to her room. (Such as: he needs help in pronouncing words with th, ch, sh and wh sounds; he stops at the end of each line, but disregards commas and periods when they appear in the middle of a line). Where the situation does not justify employing a testing teacher, the principal may administer the test. Testing time takes five to ten minutes.

The test which follows was built from Scott, Foresman and Company, The New Basic Readers Curriculum Foundation Series, 1951. The test consists of approximately one word from every ten pages, of each reader. This method could be followed with any basic series of readers and a test made that is tailored to any particular need.

(For page number in book multiply number of word by 10)

First Pre-Primer

1. look
2. see
3. jump
4. up
5. down

Second Pre-Primer

1. work
2. play
3. help
4. big
5. something
6. boat

Third Pre-Primer

1. said
2. here
3. two
4. me
5. house
6. cookies

The New Fun with Dick and Jane

1. this
2. with
3. are
4. get
5. rabbits
6. saw
7. pigs
8. happy
9. grandfather
10. cluck
11. girl
12. bump
13. was
14. school

The New Our New Friends

1. live
2. then
3. found
4. pennies
5. hurry
6. after
7. can't
8. likes
9. milk
10. fell
11. squirrel
12. fly
13. wind
14. over
15. brown
16. puppy
17. galloping

The New Friends and Neighbors

(there are no new words in the first 20 pages)

3. neighbors
4. heard
5. side
6. telephone
7. pay
8. bigger
9. gone
10. far
11. sniff
12. ground
13. never
14. sting
15. much
16. blew
17. bake
18. hand
19. gave
20. always
21. plant
22. keep
23. cry
24. foxes
25. quick
26. earth

The New More Friends and Neighbors

1. ice
2. wet
3. shoes
4. paid
5. summer
6. queer
7. quickly
8. wooden
9. forth
10. hiding
11. neck
12. danced
13. table
14. path
15. branches
16. boards
17. myself
18. groceries
19. strange
20. weather
21. wife
22. trap
23. sleep

The New Streets and Roads

1. close
2. glass
3. wheel
4. wrong
5. trade
6. rows
7. rid
8. acts
9. threw
10. rang
11. twenty
12. porch
13. polite
14. idea
15. rushed
16. mud
17. twisted
18. rock
19. understand
20. scattering
21. stirring
22. chance
23. clam
24. enemy
25. lad
26. huge
27. crawling
28. sent
29. edge
30. hang
31. pillows

The New More Streets and Roads

1. solve
2. introduce
3. number
4. contest
5. knife
6. vegetables
7. clear
8. marble
9. ax
10. blinked
11. delighted
12. insisted
13. delicious

14. exactly
15. tower
16. turnips
17. surface
18. stretched
19. wandered
20. slice
21. strip
22. deal
23. spent
24. arrived
25. aiming
26. creek
27. realized
28. boasting
29. gentlemen
30. hedge
31. boats

The New Times and Places

1. reporter
2. important
3. scoutmaster
4. rising
5. sternly
6. muscle
7. groaned
8. gain
9. harness
10. crops
11. pudding
12. wrecked
13. eighteen
14. clouds
15. aboard
16. cargo
17. doubtfully
18. sports
19. southbound
20. wading
21. television
22. cuds
23. court
24. madly
25. squinted
26. tangled
27. onions
28. promptly
29. annoyed
30. fanning

More Times and Places

1. lap
2. linger
3. peered
4. boring
5. slope
6. choking
7. wilderness
8. scorched
9. war
10. knelt
11. lantern
12. swallowed
13. attending
14. pierce
15. faithful
16. accompany
17. invitation
18. renewed
19. sturdy
20. midgets
21. lamps
22. musicians
23. marvel
24. truth
25. wigwams
26. sprung
27. turkey's
28. stuttered
29. gallant

The New Days and Deeds

1. sale
2. whisked
3. vest
4. hike
5. articles
6. crazy
7. umpire
8. pump
9. confusion
10. halter
11. incident
12. conditions
13. deposit
14. position
15. lent
16. throttle
17. approvingly
18. commence
19. rash
20. apologize
21. code
22. sheet
23. haunches
24. account
25. brain
26. cyclone
27. shreds
28. furnace
29. tailor

More Days and Deeds

1. cellar
2. gloom
3. bottle
4. patio
5. lame
6. bananas
7. flute
8. burden
9. fir
10. excelling
11. remarkably
12. lashed
13. fading
14. cougar
15. envelope
16. starching
17. emigrants
18. activity
19. honor
20. jest
21. household
22. applauded
23. foundation
24. industries
25. lamented
26. mortal
27. sincerely
28. refusal
29. outwits

The New People and Progress

1. principal
2. contradicted
3. aside
4. collided
5. explosion
6. consent
7. process
8. pajamas
9. relatives
10. revived
11. silhouette
12. stitches
13. riddle
14. poetry
15. carols
16. consulting
17. capsized
18. established
19. notches
20. parallel
21. spurted

22. superstition
23. leaks
24. beggar
25. patterns
26. ain't
27. historians
28. horrid
29. infected

More People and Progress

1. aye
2. tulips
3. torrid
4. apiece
5. supervisor
6. sparsely
7. steak
8. meandering
9. disbelief
10. leopards
11. agile
12. muscular
13. bullying
14. salmon
15. conservation
16. collision
17. chalky
18. journals
19. sooty
20. latter
21. inventory
22. beforehand
23. scuffle
24. portion
25. mankind
26. condemned
27. secluded
28. blushed
29. detained

How this test works:

Juan Perez, a 9 year old, enrolls in school the 15th day of October, and he does not have any sort of records. All the information about Juan that can be obtained will be of use to the teacher.

Juan is tested and the testing teacher will observe closely where he will need help and this information is passed to Juan's teacher.

Juan reads the list of words (The New Friends and Neighbors), he misses the word sniff, number 11, and then he misses words blew, bake, hand and gave, words 16, 17, 18 and 19 in Section 21, The New Friends and Neighbors. According to this he should start reading on Page 150 since one word from every tenth page was taken to devise this test. (Formula: word number times 10 = page number to start reading). Juan starts to read, but he encounters difficult words and he needs help in more than one word from every 20. The teacher asks him to read story on page 100, and finds that Juan can read here fluently. When he has read two or three pages, she asks him questions. If he answers the questions she has located his reading ability level and comprehension.

Information sent to Juan's teacher.

"Name Juan Perez Age 9

Reading Level 2^1 Page 100

Remarks: Juan speaks fairly good English, he tries to read too fast and does not pronounce the ed and ing endings in words."

Juan should be placed in a group of 9 and 10 year olds and if possible in a group doing second grade work.

SCHOOL RECORDS FOR MIGRANTS

This is a recommended method for administrative procedures relating to pupil records. It is strongly urged by the Workshop that the Colorado Migrant Education Research Project continue to serve as the core initiating unit to promote acceptance of procedures recommended here.

The Pupil Record Form in this section should be adequate for the migrant school. The form should be prepared in a durable, bright-colored folder, should provide for all basic information about a school experience that mey be passed on to the next school. The report form is completed and given to the child to carry to the next school. Each State Department of Education in the Inter-Mountain migrant stream area should make this form available to the schools within its state.

A folder for each child should be retained in the file of the school. Into this cumulative record file should go samples of the pupil's work, test scores, complete personal data, and anything that is indicative of child achievement or status. This folder is retained by the school, but will record the data that may be useful on the child's return or for sending more complete information to the next school.

The main area of immediate concern to the Workshop group was the organization for administering an adequate records system. There should be three locations for keeping records: (1) the record form to the child, (2) a duplicate in the school of attendance, and (3) a duplicate in a regional center.

Record Form For Child

See the sample record form in this section with the instructions to the teacher. The pupil record form is to be as brief and simplified as possible giving personal, academic and health data. An attractively bound copy is prepared with the basic information for the individual student's use immediately upon enrollment. It is then ready for a quick completion should the child withdraw from the school with little warning. (The possibility was favored for preparing this form with the basic information immediately upon enrollment. Then give it to the child to show enrollment in the school, even if incomplete, should he withdraw without notice.) This method would necessitate the child returning the form for completion at the term's end or whenever he was about to leave the school.

Duplicate loose pages of the record that may be made as carbon copies are prepared for

1. The local school record folder
2. The regional filing center

The first copy of the pupil record form is prepared by a school and henceforth, as long as the child retains this record booklet, other schools shall insert their recordings on the form.

A loose copy may be made for the home school record. A loose copy should be made for the central file. It is recommended that this second copy be sent by the school to the local State Department of Education until such time as arrangements are made for a central filing agency. The Workshop charges the Migrant Education Research Project with completion of plans and development of the Cooperative School Attendance Program, which may be started initially in Arizona, Colorado, New Mexico, and Texas. The recommendation is that the Central Filing Agency shall be the regional offices of the U. S. Office of Education.

It is recognized that assumption of this function of record keeping will require an extension of policy by the U.S. Office of Education, but the logic of having this office enter into the active administration of a program that extends to the school district level is based upon the need for coordination on a regional basis. One state cannot assume a function that extends over several states.

School Record

Attendance of Days Present: A school should not enter marks unless child has been at the school for at least 4 weeks.

Grade Placement: Grade child was placed in, not grade-level of child's accomplishment. The level of accomplishment should be indicated under the heading "Level" under Reading and Arithmetic.

Marks: X - Excellent
S - Satisfactory
N - Needs improvement

Only those social studies units completed should be entered.

Case Study: A check under this heading should be used to indicate that the school has important, pertinent--but confidential--material in its files which could be obtained upon request.

Some leading Reading Series abbreviations:
SF - Scott, Foresman
G - Ginn & Co.
HM- Houghton-Mifflin
RP- Row-Peterson
M - Macmillan

Name	Date of Birth	Birth Proof

Father No. of older siblings
Mother No.. of younger siblings
Home Base Address:

Arr'd	Left	Att.	School	City & State	Father's current work	Grade Placement	Read'g			Arith.		Lang.		Work Habits	Participation	Cooperation	Independence	Health Habits	Social Studies Units Studied	Case Study Available
							Level	Success	Series	Level	Success	Oral	Written							

Shots - Type	Date	Date	Date	Date	Date
Diphtheria					
Whooping Cough					
Tetanus (lockjaw)					
Polio					
Smallpox					

Health Comments:

Name of Test	Score	Comments

Special aptitudes:

HEALTH PROGRAM FOR MIGRANT CHILDREN

A properly supervised health program is equal in importance to the academic studies, but in order to have this, the school (administrators and teachers) must know the community.

With the cooperation of the nurse, the class room teacher, the physical education teacher, and the home economics teacher, a good health program may be developed. All students should be given physical examinations that consist of checking each child for vaccinations, skin infections, dental cavities, contagious diseases, vision, and hearing.

Records of the child's health should be kept in the office and a copy should accompany the child upon withdrawing or transferring from school.

The teacher's role is an important one. Motivation of students to act favorably for their own health and safety and safety of others is very important.

VISION

Since it is through vision that much school learning takes place, careful eye examinations should be conducted by a qualified person. Eye diseases are numerous and should be recognized at an early stage. Children having contagious eye diseases should be removed from school, and great care should be exercised against contagion through the common towel, the common basin, handkerchief, dirty fingers, bed clothes, public bathing suits, and swimming tanks.

HEARING

The sense of hearing is very important in life. Very few people understand that there is any direct relation between good hearing and learning, but it is a fact that poor hearing affects the child's education. The signs of possible hearing difficulty are often wrongly interpreted and the child is thought to be shy, stubborn or stupid. He does not succeed. He feels discouraged and misunderstood. We must not expect the child to tell us he cannot hear well. He has no basis of comparison to show him that he hears less than other children. The use of the audiometer is our greatest single aid in detecting hearing deficiencies.

Some cases of hearing loss can never be corrected. Fortunately hearing aids can compensate for much of the deficiency.

Some preventions of deafness and middle-ear infection:

1. The early removal of infected or enlarged tonsils or adenoids.
2. The early removal of any marked nasal obstruction.
3. Medical care for all forms of earaches.
4. Avoid exposure to excessive noise.
5. Precaution must be taken when swimming, diving, flying, etc.

Parents might be unaware of the child's defect, but all educational instructors should have in mind that it is their responsibility to see that all children meet health requirements.

DENTAL HYGIENE

Proper care of teeth during childhood will better insure good teeth as an adult. The following should be emphasized: cleanliness, proper brushing of teeth, suitable food, repair of defects, seeing the dentist once or twice a year. This can be done by teaching of oral hygiene in the following way: Pictures, charts, health records, brushing of teeth, and ways to clean teeth without a toothbrush, such as gargling and rinsing of mouth.

The beauty of good straight teeth can be emphasized and the mental disturbance which poor, crooked teeth may cause can be mentioned.

IMMUNIZATION

The availability of immunization programs should be thoroughly and clearly explained to migrant (all) families. The dangers encountered through contagious diseases must be pointed out and the importance of being immunized against them.

Immunization programs are strengthened by teaching children that there are available public health services and clinics for the prevention of communicable diseases. The classroom teacher is a valuable source person in explaining to the children the benefits and the importance in preparing themselves for seeing a doctor. This information is relayed through the children to the family, and in turn the mother knows how to prepare herself for the doctor, too.

Health records should be made for each school child in the family and given to him, so that as he goes from place to place he can show just what has been done in the way of immunization. This practice will eliminate repeated inoculations. The school should also keep a duplicate of the child's health records.

LUNCH PROGRAM

by Charles W. Lilley

The value of the school lunch to children of low income families and those from economically depressed areas is tremendous. The meal at school is, in many cases, the only real meal they get all day, and almost without exception it is the only nutritionally balanced meal. They rarely have any milk or citrus fruits at home, and their diets are deficient in proteins and Vitamin A foods.

Lunch room managers tell us that it is hard to fill these children up on Mondays.

Many people are arriving at the conclusion that malnutrition is a big factor in the failure of some children to progress satisfactorily at school. Truancy and disciplinary problems have consistently diminished where a good lunch is available, and a special effort is made to see that all children needing a lunch get it.

It is not to be inferred that underprivileged children are the only ones not getting a balanced diet. Surveys have shown serious deficiencies do exist in the diets of children from all economic levels due to the great number of working mothers, indifferences on the part of some parents, and bad eating habits of children.

Underprivileged children, however, may present special problems. They are often members of minority groups that have different eating habits from the rest of the children. It requires time and patience to get them to eat unfamiliar food or even to drink milk. Experience has shown that with some help and encouragement they will soon learn to eat the regular menu foods, and it is not necessary to prepare special items for them. It is only fair that where a high percent are of one national origin that menus include some dishes with which they are familiar.

The lunch room offers an opportunity for children to learn proper table manners, and in some cases the use of knife, fork, and spoon.

Schools are often handicapped by insufficient dining space. Little advantage can be taken of the learning possibilities of the lunch room where tables are crowded and children must be hurried through their lunch in order to get the entire group fed in the allotted time. Only where there is time and space for the children to be seated in groups under the supervision of their teacher can the school lunch become an educational program rather than a mass feeding project.

The lunch room cannot be isolated from the regular school program, but must be integrated with classroom work. Superintendents and principals must believe in its value as a teaching medium. Teachers must work in cooperation with the school lunch managers and cooks to prepare children for new dishes and to get acceptance for the food that is offered. A dish or menu that is not accepted by the children has little value to the program regardless of its merit nutritionally.

In 1946, when the National School Lunch Act was passed, nine cents, the maximum rate of reimbursement, would pretty well pay for the cost of food that went into the meal. In addition, there was a good deal of volunteer, unpaid labor, so it was not a great burden on the program to provide the necessary free meals.

Since then food costs have doubled, there is no donated labor, and reimbursement per meal has been averaging about 4.5 cents. Providing the necessary free or reduced cost meals has become a problem in many areas, and consequently too often the problem has not been solved. Children who can't pay ordinarily don't participate. It isn't that many of those who apply for free meals are refused outright, but they are not sought out and are permitted to go without lunch or allowed to eat a totally inadequate packed lunch. There are school districts where lunch facilities are not provided in the schools serving the areas of low income families.

Perhaps it is time to take a look at the over all program, and see if some revision is needed to make it easier for the schools to provide for those most in need of an adequate lunch, but unable to pay the full cost.

It is difficult to measure the benefit to all children that participate in an adequate noon meal at school. However, small scale tests using only children from low income families have revealed some remarkable gains in weight, growth, and appearance because of their noon meal at school. In one six-weeks period, two groups of underprivileged children made what would be a normal six month gain during the period they received the Type A lunch. Children receive about 175 meals at school out of a total of 1,095 meals eaten during the year. Many children can compensate for an inadequate lunch at school by their meals at home, but the underprivileged child usually cannot.

While the Type A lunch is supposed to provide from one-third to one-half of a child's daily needs, a well operated program seeks to do more than that. A survey of the eating habits of a community may reveal that certain foods are lacking in the child's diet. School lunches are then designed to supply more than one-third to one-half of his need for that particular type of food.

Early in the program, children were getting almost no milk in certain areas, and the school lunch supplied the bulk of the needed calcium by insisting on children taking milk at school. Other areas showed a serious lack of Vitamin C foods in the diet at home, so the school lunch had to supply one-half to three-fourths of the daily requirement of Vitamin C.

Protein foods are generally the high cost foods, especially animal proteins, consequently the diet of low income families is generally deficient in this respect. Because protein foods are such an important part of a growing active child's diet, they have received special attention in the school lunch program.

The public cost of education is great, but most people feel that it is a very worth while investment. It is a waste of the taxpayer's money to try to teach a child who is too hungry to think or too dull from malnutrition to learn.

NUTRITION PROGRAM FOR MIGRANTS

Proper food is an important health factor. It is known that a child who does not have an adequate nutrition program will normally become a "poor" student.

In school the lunchroom may be used as an educational medium for the teaching of table manners, introduction of new food, and the values of proper food.

The school's properly planned menus will provide the child with at least a third or one-half of the food needs throughout the day.

It wouldn't be necessary to plan diets if we ate the natural foods, such as milk, eggs, meat, fish, fruit, vegetables, and whole grain products.

I. Important factors of a good diet:

1. Fuel foods for energy.

2. Protein foods for health and repair.

3. Minerals and vitamins for the many functions they perform.

4. Adequate liquids.

II. Outline of a good basic diet:

1. Milk or milk products. Have at least two cups of milk as a beverage or in food daily.

2. Orange, tomato, grapefruit, or raw cabbage. Have one serving of these fruits or vegetables daily.

3. Leafy green or yellow vegetables. One or more servings daily.

4. Potatoes and other vegetables and fruits. Two or more servings.

5. Meat, poultry, fish or eggs, dried beans, peas, nuts or peanut butter may be substituted once or twice a week.

6. Whole or enriched grain products. Whole grain or enriched bread and cereal daily.

7. Butter or margarine with vitamin A added (Cod Liver Oil is an excellent source of both vitamin A and D.)

III. Desirable eating habits are important factors of good nutrition.

1. Have regular meal times.

2. Chew food thoroughly.

3. Drink plenty of water.

4. Learn to eat various kinds of foods.

5. Talk and think of pleasant things during the meal.

IV. The school lunch as a definite factor in maintaining child health.

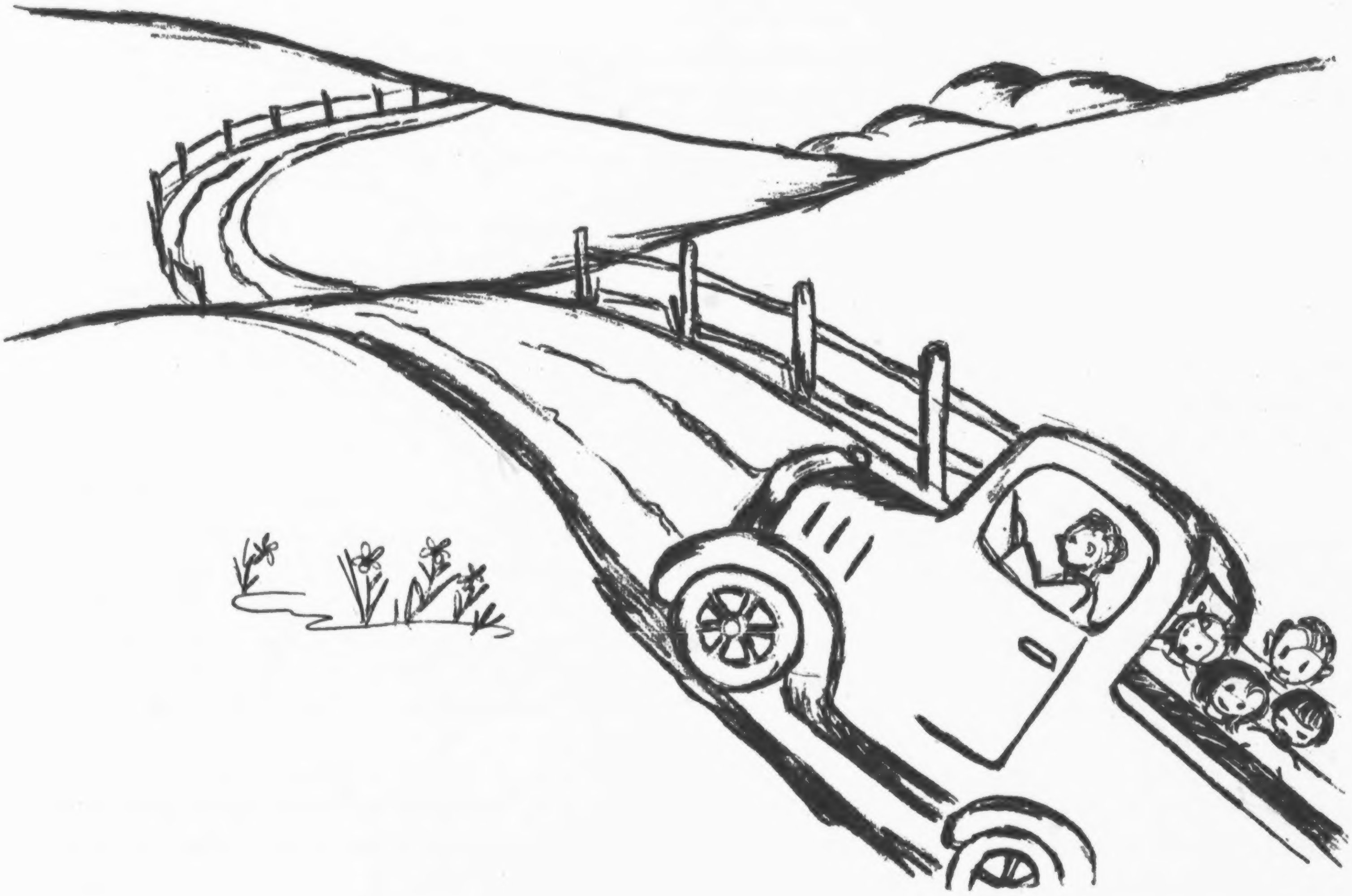
1. Sufficient time should be allowed for the lunch period so that each child will have at least fifteen minutes to spend at the table.

2. Provisions should always be made for hand washing before eating.

3. The school lunch or noon-day meal should provide the maximum daily food needs and should include a hot food or drink.

The Road Unfolds

Common Curriculum Needs of the Children of Migratory Workers



OPEN LETTER TO TEACHERS OF MIGRANT CHILDREN:

Equality of educational opportunity is a long accepted American ideal. But what of the child who must learn while on the move between crops and harvests? Does he have the same educational opportunities as other children? Needless to say, his migrant type of living will make it possible for him to take advantage of only limited educational opportunities. Are the educational opportunities provided for the migrant child equal to those of the generally acceptable American standard? You, as his teacher, will be responsible in part for the affirmative or negative answer to this question. Prepare your migrant education program to answer this in the affirmative.

Your first contact with these "children who move with the crops" is very important. You must, first of all, have a genuine interest in your work. You must have a deep feeling of appreciation for the problems and needs of these underprivileged children. Studies show us that a large percentage of these migrant children will have a Spanish-speaking background. If your locality attracts many of the Spanish-culture group, it is necessary that you prepare yourself before your initial introduction to them by making a study of their background and culture. They have characteristics which are not common to other American children. Whether they are Spanish speaking or not, due to their low economic status, their living conditions are not typical of the major group of our children. Acquaint yourself with these conditions.

Your very first meeting with this child must establish a feeling of security and belongingness. He will naturally feel insecure in this new and strange environment. The best greeting you can give him is a genuine smile. He interprets your smile as an invitation to friendship.

For most children, kindergarten is a continuation of past experiences, but for these children it is for the most part foreign to them because their past experiences are so very limited. Since they move more or less frequently, you must keep in mind that at kindergarten level and above, many will be educationally retarded. You must be careful not to confuse this educational retardation with mental retardation. He has an intelligence level, give him a chance to develop it to the full.

If your migrant child has a Spanish-speaking background, he will have special needs which you must be able to meet. Make your instruction informative rather than inquisitive, i.e., "This is a pencil," not "What is this?" He must hear the new language in whole thought patterns. He must speak the new language in meaningful and practical situations. Have the child imitate the new sounds by rote in these meaningful situations. Provide him with plenty of opportunity for repetition in the use of the materials which have been presented.

His attention span is very, very short. Therefore, you must provide short (five to ten minutes) alternate periods of active learning followed by the same length periods of restful learning situations.

To motivate continuous interest and personal achievement, it is well to complete some small project each day so that the child will have something to take home. To insure retention of interest, get a new project started which will carry into the next day's activities. This will help to stimulate the desire for continuous school attendance.

In your instruction, be sure that there is understanding between you and this child. If he disobeys rules and regulations, it is very probably due to lack of understanding rather than intentional disobedience, i.e., if you have told him to walk in the hall and he continues to run in the hall, demonstrate what you mean by "walk."

A calm manner and well modulated voice is a must when working with these children. Special emphasis should be placed on tone, pitch, and quality of voice. Raising the voice to secure attention or results tends to disturb and unsettle these children. By anticipation of and careful preparation for their needs, you will avoid unnecessary tensions within yourself which lead to such trying situations. You must set an example by maintaining calmness, a reassuring attitude, and being a model of self-discipline.

Even though you are trying very hard to teach the so-called bilingual child to speak and understand English, do not deny him the privilege of using the only means of communication he knows. Allow him to speak Spanish as he works and plays with other children, rather than insisting that English alone be spoken. Children are beginning to learn English when they imitate.

You will delete many of the tensions and frustrations in your classroom by wise guidance in the instruction of learning and understanding English.

Listed in another part of this report titled, "Knowledges, Characteristics, and Common Resources of the Migrant Child--5 Years of Age", you will find information pertinent to the teacher who comes in contact with the Spanish-speaking child.

These children may regularly miss a day or two of school each week. If he is needed at home to care for younger children, so that the mother may work in the field, he stays at home. This is a condition over which he or his family has no control. You, as his teacher, must understand that in order to provide the bare essentials for the family it is necessary that every available working member must earn to his greatest capacity every day. Therefore, it becomes a choice between a day at school or the ability to provide the evening meal for a large family. You cannot condone his choice, but certainly, seeing the problem from his point of view, you cannot condemn it either.

Never lose sight of the fact that this migrant is an American. He is a citizen of our United States. He has the same rights as all of us. He must learn to accept his responsibilities just as you have. Look at this child as a potential voter, a source of man power, a neighbor, and a member of our society. Do everything in your power to make him the most valuable member of this democratic society that you can.

It is hoped that at least part of what has been set down here will make your working with these traveling children much more pleasant and gratifying. They are a great challenge to any teacher. Meet that challenge with all the knowledge and patience that is within your power to attain. Que la vaya bien!

Paving the Way

Needs of Migrant Children

Needs of Migrant Children

COMMON NEEDS OF BEGINNING MIGRANT CHILDREN.

This section relays some methods and techniques of working with children of migrant laborers who come to school for the first time to participate in a first level program. In some schools this program is carried on in kindergarten.

The purpose is to develop a program of:

1. Acquainting children with a friendly classroom environment or atmosphere.

2. Developing a readiness program.

3. Providing the child with background experiences that will afford security when he moves to another school community.

4. Presenting specific child needs and showing (specific) ways to teach for these needs through various materials and activities.

5. Showing specific problem areas which teachers should recognize.

It is assumed that:

1. There are some methods or techniques of teaching that particularly benefit children from migrant backgrounds and, also, are highly successful with other children.

2. All children must learn to comprehend and speak English to more effectively perform in the major society.

3. All children are entitled to the best possible education.

4. Children must be able to assume small responsibilities before they can assume, at a later date, bigger responsibilities in the greater community.

5. That success in the area of education and functioning in the life of tomorrow must come through the children we have today.

6. In order to develop tomorrow's manpower reserve, we owe it to all children to better prepare them for life participation.

School Needs of Beginning Migrant Children

Need or objectives	Meeting Needs	Materials and Methods
Give the child a feeling of security in a school situation.	Make him feel he belongs.	Make card to wear for him and his place, chair. Give him something to hold. Bring him into the circle.
	Opportunity to achieve. Praise freely given.	Pictures to color. Work with clay. Kinesthetically trace own name. Work puzzles.
	Feeling of togetherness.	Playing games. Form circle for language development. Sharing materials and equipment.
	Love and affection. Freedom from fear.	By a friendly greeting. By a welcome smile. By an understanding attitude.
Develop an understanding that there are school, bus, playground, and lunchroom rules that must be obeyed.	By demonstration and imitation.	By example show him how to "walk in the hall". Make a line. Wait our turn. Work quietly.
Build on his out-of-school experience background, thus, helping him comprehend his needs.	Conference and observations.	By: talks with parents, talks with older brothers and sisters, by teacher observation. By using familiar objects, such as toys, table setting, etc.
Develop his own interest and powers of creativeness.	Establish good work habits. Opportunity for plenty of short activity periods with wise supervision and control.	Accept responsibility. Follow directions. Finish a job. Number and reading readiness. Dramatic play. Work with clay. Creative art activities. Puzzles. Building with blocks. Flannel Board.

Needs or objectives	Meeting Needs	Materials and Methods
Establish an attractive classroom environment.	Interest Motivators. Centers of Interest.	Set a table Aquarium Viewmasters Terrarium Bulletin Boards Puzzles Books Plants Records Building Blocks Scrapbooks Tub of water Toys Flannel board
Develop good halth habits.	Teach the child to understand the need for cleanliness.	Check each child's health and cleanliness daily. Show how to wash hands. Show how to shampoo hair. Show how to shower.
	Teach child to understand the need for a balanced diet.	Help child to learn to eat those foods which he should eat for health Use the actual lunchroom meals as a teaching situation.
	Personal Appearance.	Provide pupils with their own combs. Clean fingernails. Stress clean clothes and shoe polish.
Develop the desire to speak and understand the English language.	Motivation for learning experiences.	

Materials and Methods

Listening:

1. Teacher says "listen" as she cups her hands around her ear. Have children imitate this action as she says "listen." Continue until its aural comprehension is automatic.
2. Read stories and nursery rhymes to children.
3. Allow children to listen to records often.
4. Have children identify different sounds.
5. Later, children identify consonant and vowel sounds.

Observing:

1. Let children see many actions made by teacher.
2. Use concrete, and semicrete objects, e.g., toys, pictures.

Talking:

1. Natural situations to converse with teacher.
2. Identify objects.
3. Repeat sentences in unison. Later individually.
4. Group experiences, e.g., "Show and tell" sharing an object or experience.
5. Plan the language program according to the expression level of the group.

Dramatic Play:

1. Playing mother, daddy, doctor, teacher.
2. Playing toys, playing store, animals, helpers, etc.
3. Relive his experiences.
4. Dramatize stories.

Story Telling:

1. Listen to many stories first. Use picture stories with only a line or two at first.
2. Repeat favorite stories many times, in order for children to learn them.
3. Let the pupil illustrate his favorite story, with the flannel board.
4. Use simple stick puppets to reinact a story.

Finger plays:

1. Short finger plays with action. Introduce only one or two at a time.
2. Finger plays using numbers. Show the meaning with gestures.

Rhythms:

1. Encourage rhythmic activities from records. Very good because directions are given exactly the same.
2. Sing action songs the whole class is learning, and talk about them for meaning.

Identifying:

1. Following directions on what to do or how to do something.
2. Developing concepts of words and numbers.

Early Language Needs of Migrant Children

Many children of migrants are of the Spanish culture group. It is necessary for them to learn the English language. A teacher can be of great help in starting younger children in correct language patterns. The methods that are suggested here, also, help to improve the early language patterns of the other children in the teacher's class.

Following are some suggestions of word patterns for teachers, bus drivers, principals, and others to use particularly with children who are first beginning school. Use these words over and over and as you do so analyze what they mean for your children. These word patterns are merely suggestive and are presented in hope they will aid in the proper orientation of children to the most common points of our language.

WORD PATTERNS

Word patterns used to teach migrant children to speak.

Word patterns used by bus driver:

"Good morning"
"Get on the bus"
"Get off the bus"
"Walk to your room"

Word patterns used by the principal in greeting the child:

"Good morning"
"We are glad to see you"
"We will go to your room"
"This is your teacher"
"Her name is ____________" introduction
"Your name is ____________"

Word patterns used by the teacher:
"Good morning Juan"
"Good morning Juan"
"My name is Mrs. __________"

When the question is asked consecutively of two or more persons, make the necessary contrast in stress. For example, when the question is asked of the first person, "How old are you, Tom?", the stress falls on the word Old. When the same question is repeated and directed toward a second person, the stress falls on the word You.

Your name is ______________________.
This is your name.
Please put your coat here.

Give child an interesting name tag to wear. A picture of a boy or girl; an Indian head dress; a canoe, a cowboy. Later use tag to mark some belonging in room--his chair. Use names on many objects in the room used by the child.

Please put your name on the chair.
Sit down.
Walk to the rest room.
Go to the toilet.
This is toilet paper.
Flush the toilet.
Wet your hands.
Put soap on your hands.
Wash your hands.
This is a towel.
Dry your hands.

Teacher demonstrates to the child as needed to complete understanding.

This is a toothbrush.
This is a cup.
Put water in your cup.
Put your toothbrush in the water.
Put tooth paste on your toothbrush.
Brush your teeth.

Demonstrate. May use large tooth model.

Wash your toothbrush.
Put your toothbrush in your cup.

Have name on cup. Have name on window ledge. Match names.

9

Put your cup in the sun.
It is time for milk.
Make a line.
We take turns.

Teacher counts boys names (Number 7). Teacher counts girls names (Number 7). Teacher says "there are 7 boys and 7 girls; 14 children."

Posture Standards:
We walk in the hall.
We do not talk.
We put our hands down.
This is your chair.
Sit down.
This is your desk.
This is your name.

In Lunchroom:
This is your milk.
Say "Thank you".
Drink your milk.
Give your cup to me.
Make a line.
Take turns.

New Activity:
This is a ________________.
Come and get the_____________, Juan.
Give the______________________, to Jose.
Give the______________________, to me.
This is a ____________________.
This is a picture of a __________.
This is your picture.
This is your red crayon.
Color your picture red.
I put your name on your picture.
Put your crayon here.
We go out to play.
You may work with a puzzle.
You may put the puzzle away.
You may play with the toys.
This is a toy airplane.
This is a toy car.
This is a doll.
Here are blocks.
This is a top.
This is a toy shelf.
We pick up our toys.
We put our toys on the shelf.

Music: Listen to the Music.

Slower:
This is your chair.
This is your name.
Sit down.
Take off your shoes.
Put your shoes under your chair.

Repeat Often:

We will take a shower.
Make a line.
We walk in the hall.
We do not talk.
We keep our hands down.
We wait our turn.
This is our nurse, Mrs. ______________.
She will help you.
We take a shower.
The girls go first.
The boys play ball.
We make a line.
We take turns.
Throw the ball, Jose.
I catch the ball.
I throw the ball, Jesse.
You catch the ball.
We take turns.
Here are the girls.
We comb our hair.
We put on our shoes.
We go to lunch.
Make a line.

We walk in the hall.
We do not talk.
We put our hands down.
This is your plate.
This is your chair.
Eat your lunch.
Stand up.
Take your plate.
Come here.
Put your plate here.
We wait our turn.
We go to play.
We come in, We get our bed, We rest, We go to our house.

b. FREQUENCY OF WORD USE

your
is
this
the
put
hands
a
name
we
on
down
to
in
ball
walk
you
go
red
sit
take
cup
it
time
make
line
our

picture
good
morning
get
are
chair
here
toilet
wash
toothbrush
milk
hall
play
girls
and
boys
bus
room
will
turn
toothpaste
water
for
do
not
talk

say
give
me
children
come
rayon
with
puzzle
may
toys
toy
off
how
glad
see
te[illegible]her
my
count
coat
restroom
flush
paper
soap
wet
dry
brush

teeth
sun
called
hair
thank
drink
desk
little
of
I
stand
up
work
away
airplane
car
doll
engine
top
shelf
listen
shoes
off
nurse
shower
first

throw
catch
comb
eat
plate
fork
rest
home

Knowledges, Characteristics, and Common Resources of Spanish-speaking Migrant Children (5-years old)

Children have a limited Spanish vocabulary--use it as a resource.

Children have a limited understanding of Spanish because of lack of background experiences.

There is some inability of one child to understand another child.

Some Characteristic Family Backgrounds of the Spanish-speaking child:

a. Has a strong father dominance.

b. Has strong family ties.

c. Can be a lack of desire and ability to plan ahead.

d. Belongs to a very low economic group because of their seasonal unskilled labor.

e. Lacks financial security.

f. Can feel insecure when mixing with Anglo children.

g. Is basically secure in own family unit.

h. Is subject to malnutrition.

i. Has a lack of practical application of health standards.

j. Has a sense of spirituality and quiet devotion.

k. Is easier to discipline than Anglo children in the lower grade levels.

l. Has parents traditionally lacking in educational background.

m. Is full of enthusiasm and anticipation to learn in the lower grades.

n. Is gay, lighthearted, and full of enjoyment of the present.

o. Loves music, color, and dancing.

p. Doesn't like to take turns. It's always "me first."

q. Does not associate himself with lost or broken things.

r. As he enters school, seems mature for his years because of early hardships.

s. Does not know how to play in organized games.

A PROGRAM FOR SIX WEEKS (FIRST LEVEL)

Activity Period

8:00 - 9:15	Buses arrive Go to toilet Wash hands Brush teeth Explore centers of interest Look at viewmasters Look at books Listen to records
9:15 - 9:35	Go for morning milk
9:35 - 10:15	Seatwork - Conversation - Evaluation (Listen to stories, finger plays, songs, records, coloring and cutting, language development, building with blocks, puzzles.)
10:15 - 10:30	Recess
10:30 - 11:30	Number activities, readiness activities, Dramatic play
11:30 - 11:45	Preparation for lunch
11:45 - 12:45	Lunch and playground
12:45 - 1:15	Rest
1:15 - 2:00	Rhythms, stories, planning for tomorrow, get ready for the bus.

(Showers and shampoos Tues. and Fri. A.M.)

SOME INSTRUCTIONAL AIDS

Suggested Centers of Interest

1. Aquarium
2. Terrarium
3. Playhouse area - furnished
4. Farmyard area - equipped
5. Toy corner
6. Pet in pen
7. Bird in cage
8. Simple puzzles
9. Attractive bulletin board
10. Growing plants
11. Vase of flowers
12. Story book shelf
13. Picture book shelf
14. Home-made scrap-books
15. Box of wooden blocks
16. Tub of water

Common Classroom Materials

1. Primary pencils
2. Crayons in 8 colors
3. Primary scissors
4. Split brads all sizes
5. Paste--regular & wheat
6. Stapler--staples
7. Paper cutter
8. Rulers and yard stick
9. Picture file of:
   a. Animal pictures
   b. Toy pictures
   c. Children pictures
   d. Family pictures
   e. School pictures
10. Paper
    a. Newsprint
    b. Brown wrapping
    c. Freezer paper--white (for finger painting)
    d. Rules
    e. Plain
    f. Drawing
    g. Manila
    h. Poster
    i. Construction--colored
    j. Aluminum foil
    k. Tag board
11. Pipe cleaners
12. Wheat paste (for finger paint)
13. Sta-flo starch (for finger paint)
14. Powdered tempra
15. Low tables
16. Small chairs
17. Easels
18. Paint brushes--large
19. Paper towels
20. Tooth picks
21. Drinking straws
22. Pla-do or clay
23. Paper cups
24. Paper cupcake cups
25. Paper doilies (lacy)
26. Pins
27. Thumb tacks
28. Clay (powdered)

Useful Scrap Materials

1. Old magazines
2. Old newspapers
3. Pop bottle caps
4. Egg cartons
5. Milk cartons--all sizes
6. Scraps of cloth
7. Scraps of ribbon
8. Scraps of yarn
9. Scraps of lace
10. Scraps of felt
11. String
12. Corrugated cardboard--sheets and pieces
13. Sticks
14. Stones
15. Rubber Inner-tubes
16. Scraps of oil cloth
17. Tin cans--all sizes and shapes
18. Lids--all sizes
19. Seeds
20. Wall paper
21. Grocery boxes--wooden and cardboard
22. Corn husks
23. Clean sand
24. Saw dust
25. Scrap lumber
26. Paper sacks
27. Leaves
28. Cardboard tubes from paper towels and toilet paper

READINESS FOR BEGINNING MIGRANT CHILDREN

"What I hear I may forget"

"What I see I may remember"

"But what I do I will know".

The following materials were made for special children, not special because they are any different from other children, but for children with special needs created because they lack the opportunity to live in a settled community.

These children do not understand English, but they will follow directions by imitating the teacher's example long before they understand her spoken word. The teacher will be directing her group by her attitude toward them, by her tone of voice, by her actions. It is important for a beginning teacher to realize this. She needs to be calm, soft-spoken, endowed with much understanding. It is necessary to set up the physical arrangement of the room so that the teacher gives as few directions as possible at the beginning, but sees that every direction is followed. It is important to watch the levels of learning, and to add new directions as fast as the group can follow them in practical situations.

Readiness for oral communication is the important job of the language arts program at this level. Hearing directions in meaningful situations. Imitating new sounds by rote. Speaking a new language for practical purposes are necessary tools. Guide words for this program could be Hearing, Seeing, Doing and Saying.

It is not necessary for the teacher of a second language to speak in the child's native tongue as long as there is communication between them. However, it is very important to let the child use his own language until he is familiar enough with the second language to communicate in it. Much misunderstanding can be avoided by encouraging the child to use both languages, instead of adhering to the ideal 'off with the old on with the new.'

The language arts program at this level must be of high interest, low vocabulary, verbal of course. It must be presented in real situations set up to use real objects. Use things to see, to touch, to play with. It must be built on the child's past experiences. What are they? We know all children play ball--we see them playing in every town. We know all animals speak in the same language--Moo-Moo. We know that all children ride in trucks, cars, buses. Everyone wears shoes.

All children count--have so many brothers and sisters, etc. Number experience can build very well into the readiness program of migrant children. A teacher should have items that can be manipulated and items to use in their play, which will capitalize on their knowledge to build number concepts.

There are many places we can begin to build. Careful planning is needed to make the learning a continuous valuable tool for the learner.

Following in this chapter is presented ideas for carrying out a good Hearing, Seeing, Doing, Saying Program and beginning number concepts.

HEARING

These levels of readiness are characteristic of the group of children found in migrant school.

Level one--Children know very little or no English. All work is by rote and attention span is short.

Level two--This includes children who know some English, are more mature, and have learned to listen for longer periods of time.

Level three--Children who have had enough readiness to begin matching exercises--letters are used in place of nonsense syllables. Any readiness Teachers Manual is a good source of more material for letter games.

Plan an animal unit to be completed entirely within a week's time. Keep interest high. Spend some time each day on each instructional job. Following are some general suggestions for planning an animal unit.

Ear Training Hints

Work in a circle. Use about a 10 minute period. Do not use all the material at once--choose that needed for a particular instructional job. Use games suitable to teach the sound most needed. Begin by making the children aware of the fact that we listen for specific sounds. Listen for animal sounds near the school or on a field trip. Play record "Around the Farm." These examples may be adapted to the need of the group. Remember to keep periods short.

Some Materials needed for unit on "Animals" or Farm

a. Record "Around the Farm" from Sounds About Us, Scott Foresman.

b. Picture--page 37, Before We Read, Scott Foresman.

c. Make heavy cardboard model of mother and baby animals from pictures. (Keep in scale). Use for auditory training games.

d. Brown wrapping paper booklets made of 18" x 12" pieces of brown wrapping paper folded in 9" x 12". Divide into three pieces and sew through the center with a sewing machine. Make use for mounting copies of experience chart or pictures.

e. Ditto pictures of the 6 animals on large paper. Ditto pictures of baby animals made to be cut out.

f. Use the cut out pictures of the 6 animals in picture (page 37) of Before We Read, set on blackboard ledge or any convenient place at child's eye level. Play sound record, "The Farm" from Sounds Around Us, Scott Foresman.

Typical conversation in the unit.

We heard the animals making sounds in the record. Can you find the animal that says, "moo-moo"? "Armanda, get the picture of that animal and give it to Juan". "Jose, make the sound that the cow makes". "Joe Angel, put the picture back on the board". "What is its name"?

Repeat procedure with all pictures. Be sure that all children have a turn. For fun and relaxation whisper the name of an animal to each child. Let them all make that sound at one time. Give a signal to begin.

Games to be used as needed.

a. Three Little Kittens. Adapt to pigs, baby calf, etc. to fit need.

The children are seated in a circle on the floor. One child is chosen to be Mother Puss, and that child in turn chooses three children to be kittens. The Mother Puss sits in the circle and closes her eyes, while the little kittens disappear somewhere in the room. The children in the circle say:

"Mother Puss lies fast asleep.

Kittens too make not a peep

But little kittens like to play

Softly now they steal away". (3 kittens hide somewhere in the room).

Mother Puss wakes upto see no little kittens--where can they be? Listen now the mother cries, Meow, Meow, Meow. At this point Mother Puss calls loud and the little kittens must reply from their hiding place. Mother Puss finds them by the sound of their voice.

Let the children pretend they are the various animals. Ask them to make the sounds made by the animals. Hold up picture to be sure the child understands directions.

"Pretend you are a Mother duck

What sound will you make"?

"Pretend you are a pig

What sound will you make"?

b. Guessing Animal Names

Display the animal pictures before the children. Say "I am thinking of a picture of an animal. It says Baa-baa. What is it Francisco"?

c. Clapping game

"Jose, point to the picture of the mother duck's babies. Make the sound they make." All children may clap when Jose has found the picture and made the sound. Immature children and those without English will enjoy this simple game.

d. It is I game

Seat children in a circle, let one child hide his eyes on the teacher's lap. Motion for a child to come and stand behind the child who is hiding his eyes. Class repeats together.

Little Tommy Tittle Mouse

Lives in a little house

Someone is knocking, (children knock)

My! Oh! My!

Someone is calling (Child behind teacher's chair calls)

"It is I". (Child with eyes hidden guesses his name.)

This game is good to teach children the names of their friends at beginning of school.

Suitable Songs

Book I. American Singer, American Book Co.

Chickens and Ducks	page 69
Rooster's Call	72
Cows and Sheep	75
Feeding the Animals	75

New Music Horizons, Book I, Silver Burdett

Familiar Friends	page 80
Little Colt	82
What They Say	84
Cock-a-doodle-do	99
Mary Had a Little Lamb	102

Games

The Muffin Man--Played as ear training game

Oats, Peas, Beans, and Barley Grow

Readiness Manual--Ginn & Co. page 70

SEEING, DOING, AND SAYING

READINESS MATURITY LEVEL I

Directions for presenting unit of work for beginning migrant children.

This procedure will give the child an opportunity to hear and follow directions--he will have a chance to complete a creative activity on his level. Any vocabulary mentioned is spoken; child participation is by rote. The booklets mentioned will have printed word patterns, not for the beginning child to read, but for older members of the family to read to him.

Encourage the child to talk, but do not force him. Require the child to listen, to follow directions, and to complete his project. Insist that the child clean up his desk and put materials in the proper place.

Make the child feel proud of his achievement--teach him to appreciate and be responsible for the care of his books and work. Teach concepts and English words (by rote).

Sample Teacher word patterns needed in giving directions

"cut with the scissors"

"color the picture"

"here is (the object)"

"give (the object) to me"

"this is a crayon"

"here is your desk"

"this is your book"

"this is paste"

"this is a pan"

"I put paste in the pan"

"you put paste on your picture"

"put your picture in your book"

"we put your book on the board"

"we will put our crayons here"

"we will put our scissors here"

"you may wash the paste dishes (name)"

"you may pass the waste basket (name)"

"your may put the scissor box on the shelf"

"you may put the crayon box on the shelf"

"we will put the (object) on the shelf"

Remember that the teacher demonstrates each step as she talks--she talks slowly watching her enunciation. She is firm, but does not expect perfection--only honest effort.

Procedure

First work period (10 minutes)

Seat children on chairs in the circle--present and let children play with real objects--depending on unit being presented. See that they share, name the object, talk about it, have the group repeat the name of the object. Ask individual children to name object. The same pattern may be used for each unit.

Change activity singing for 5 minutes using a song suitable to the activity just presented. Do an action story or a finger play.

Beginning hand work (10 minutes)

Have the children move to the work table or to their desks. Encourage them to look for their own names on their work places. Give each child a brown paper booklet--ask the children to match the names on their books to the names on their desks. Give each child a paper on which is a picture of an object. See that all children are ready to listen for directions.

Pass crayons to the children say, "color the picture, make it look pretty". Collect the crayons. Give each child a small amount of paste (in an aluminum meat pie dish). Say, "Put paste on the picture, use your finger (Provide a damp paper towel to clean fingers), put your picture in your book, put it by the number". Demonstrate, speak slowly. Check with each child to see that he has followed directions.

Help child put his booklet on the board. Let children take these booklets home often. Keep one in the making stage to maintain an incentive to attend school the following day.

Use similar procedure for all units--fit directions to subject matter materials used. For fun - to close activity - sing "Working Time is Over", page 16, American Singer, American Book Co.

Sample Units

Small units that may be used during a six-week period. Use real objects, pictures, picture cards. Order of use of the following unit depends on the group's past experiences and their mood.

a. Farm Animals (5 days)

Use Sound Record "Around the Farm"--to introduce Cow--calf, Horse--colt, Sheep--lamb, Chickens--rooster, Ducks--ducklings. Use picture from Before We Read, Scott, Foresman Co.

Material---Find well proportioned toy animals and make Papier-Mache models. Use ditto sheets of animals--use cards 4 x 5 inches with pictures of objects (for repeating names use as flash cards).

Songs---American Singer Book I, American Book Co.
Chickens and Ducks---page 69, Rooster's call---page 72, Cows and Sheep---page 75, Feeding the Animals---page 74, Use parts about pigs.

b. Toys -- Toys that Go. Transportation (5 days)

Tricycle, Red Wagon, Roller Skates, Top. Use real toys in the classroom. Use pictures on bulletin board. Use pictures on 4 x 5 inch cards for repetition. Use real toys out of doors. Use ditto pictures. Follow directions for the unit from the manual.

c. Toys--Things We See As We Go. Transportation (5 days)

Airplane, Car, Truck, Tractor, Bus. Use toys to present the concepts--use pictures, large and small. Use same directions.

Songs--American Singer Book I, American Book Company
Buses--page 112, The Auto--page 31, My Airplane--page 26 and 27 verse 4, My Little Red Wagon--page 9.

d. Toys -- We Play House--Our Home (5 days)

Dolls, plates, cup, knife, fork, spoon, table, chair, use pictures, toys, etc., follow same procedure.
Dolly's Lullaby--page 6, Washing Dishes--page 10.

e. Balls-- (3 days)

Real objects, pictures, follow directions, colors, numbers, games sharing, sing.

f. Our School (5 days)

The building--and flag, the bus, showers, comb hair, brush teeth.

READINESS MATURITY LEVEL II

Use for different groups within a room if necessary.

Readiness--Work period 15 or 20 minutes.

Use experience charts. First day--Prepare children for Farm Animal Unit.

Show a film of Farm Animals. Through observation and conversation discover the childrens' experiences with farm animals. Let the children dictate their experiences, while the teacher writes and illustrates the stories on a large chart.

The teacher will control the vocabulary to include and emphasize preprimer words of any basic series of readers in use. Have the children decide on the three most important things they want to remember. Ditto these on 9 x 12 inch pieces of newsprint. Have children illustrate them then paste into 9 x 12 scrapbooks made of brown paper. Place these on a bulletin board.

Second Day

Present new pictures of farm animals, use pictures from magazines. Discuss what one of the animals does for us. The cow gives us milk. Relisten to record from "Sounds Around Us." Look at pictures of a man milking a cow. Make a chart of the childrens' experiences and ideas about cows. This is a point to begin controlling vocabulary.

Select parts of the big chart to be put in scrapbook the next day. Repeat the same procedure with the hen, the sheep, the horse.

Take a field trip to see the animals. Watch to see how a cow is milked, watch a farmer's wife gather the eggs, touch the woolly sheep that gives them their warm coats. See a colt with his mother.

Make a chart telling of this trip, put a part of it in the scrapbook. Take home the finished book.

Illustrate the front of the book with a drawing of the trip to the farm. Continue with other suggested units for Readiness Level I.

READINESS MATURITY LEVEL III

Visual discrimination.

Activities for teaching likeness and differences.

Activities for teaching the names of the letters of the alphabet.

Use the child's name as a beginning because that is one thing he brings to the group.

Use Alphabet Cards 4 x 6 inches. Can be purchased or made with a Teacher's Chart Printing Set. Be sure that the letters are clear and uniform black. Cut the upper right hand corner from each card so that an upside down card can be easily detected. Have a duplicate set of cards.

Place the child's name in the pocket chart. Place the alphabet cards on the black board ledge. Have the child say the letters in his name, then have him place the letters from the board ledge under the letters in the pocket chart. Each time he picks up a letter he names the letter. Each time he puts a letter in the chart he names it. When he has spelled his name he says his name correctly. This is a good place to check for correct use of sounds.

A picture test to check the vocabulary of beginning children is good to use after animal unit as an evaluation of their progress. The following chart may be used in different ways.

SAMPLE CHART

(picture made by teacher of a similar readiness page)

Chair	Pig	Turkey
Cup	Hen	Duck
Cat	Sheep	Pig
Horse	Pan	Chicken
Lamb	Top	Cow

Suggested procedures are:

Row 1 - put your finger by the first row. Demonstrate on the paper held before the children. Put a mark on the pig. Check to see that all follow directions.

Row 2 - Put a mark on something that says "quack quack".

Row 3 - Put a mark on the cat.

Row 4 - Put a mark on the horse.

Row 5 - Put a mark on the animal that says "moo, moo".

BEGINNING NUMBER CONCEPTS

These are some suggested areas of study in teaching the migrant child beginning number concepts. In order to understand these various concepts, children can learn by numerous activities. A low level vocabulary should be used so that every concept can be thoroughly understandable. Do not attempt to teach concepts by vicarious means. To accomplish understanding in the migrant child, the teacher must use objective, physical materials, and experiences to develop the learning of concepts. Move from concrete onward.

Goals.

a. Handle concrete objects to ten.
b. Count objects to ten.
c. Group objects to ten.
d. Recognize groups of two, three, four, five without counting.
e. Recognize numbers to ten, and associate meaning with symbol.
f. Write numbers to ten.
g. Understand concept of big, little, long, short, up, down, first, last, in, out, left, and right.

Activities.

a. Make use of every possible situation for counting--such as counting children, boys and girls, chairs, pencils, paper, scissors, marbles, sticks, and discs.
b. Place concrete material in groups of two and three. Repeat with many materials. Let children handle and count materials.
c. Teacher may use this exercise:

"Bring me two pencils". "Bring me three marbles". Pupil brings the objects and says, "I have three marbles.", etc.

d. Use flannel board. Allow children to place pictures and tell how many.
e. Use paper and crayon to teach children to fold, count, draw, and color. Example: Teacher says, "Fold your paper into four boxes like this." (Demonstrate). "Make one red ball in the first box". "Make two blue boats." "Make four green houses."
f. Use scissors and squares of paper. Teacher says, "Make four red wheels for our wagon." (Demonstrate by cutting the corners from one square.)
g. Understand such terms as big, little, long, short, etc., using pictures of objects familiar to children, such as "a big ball, a little ball", "a tall man, a short man."
h. Make use of songs, poems and finger plays, such as "Ten Little Indians", "Ten Little Squirrels".

Ten little squirrels,
sitting in a tree.
The first two said, "What's this we see"?
The next two said, "A man with a gun"!
The next two said, "Let's run! Let's run"!
The next two said, "Let's hide in the shade"!
The little ones said, "Shucks! We're not afraid"!
Bang! went the gun, and away they run.

"There's mother and father and baby,
        That makes three,
There's sister and brother
        Making five in the family".

"Five little soldiers, standing in a row
Three stood straight, and two stood so,
Along came the Captain, and what do you think?
Those soldiers straightened up as quick as a wink"!

i. Place objects in groups to five. Name number in each group without counting. (Good material to use for this activity - Arithmetic Readiness Cards, Grouping. Set I., Scott, Foresman).

j. Recall and Touch Game.

Teacher says, "Touch the window, a door, and three chairs". Child must recall in order to be able to do this.

k. Use the "Fishing for numbers" game, using a magnet for the fish hook. "Fish" have the numbers from 1 to 10 printed on them, plus a metal clip for the magnet to lift the fish. The child must say the number on his fish, and demonstrate how many it means.

l. Make number booklets, using Ditto pages, along with teacher-directed pages using the theme of "The Three Bears". (We Work With Numbers, Grade I, Part 1. The Continental Press).

m. Use "The Story of the Three Bears", Musicraft Record, Red Robin Series, for listening and developing vocabulary. The familiarity of the story gives them a common interest.

n. Use kinesthetic number cards to assure correct and quick formation of numbers.

OFF TO A GOOD START IN LANGUAGE ARTS

The migrant child at this level of readiness still needs to go very slowly. He is feeling his way into an entirely new world of experiences. Reading is not an activity he sees carried on at home.

Few traveling children have any books. The teacher must make the beginning steps of actual reading such exciting fun that the child can see a need for taking the trouble to learn to read well.

Hearing comes first; careful enunciation of initial consonant sounds need to be checked. Rhymes are good to stress these sounds. Charts are an excellent means of helping a child during the difficult phase of beginning reading. The change from a spoken vocabulary to a vocabulary of written words is a difficult transition.

Charts used should be sound in composition.

Mainly, they should:

1. Be appealing to children
2. Be complete in sentence structure
3. Express ideas accurately
4. Express ideas clearly
5. Repeat vocabulary phrases and conceptions.

Charts are a good tool to get the child to tell of his experiences. Let the child talk, record his story. Control vocabulary by use of pre-primer words as much as you can. Illustrate the child's story with line drawings. This paves the way for presentation of sight words.

Put the words on large charts around the room. Give children magazines, catalogs, old work books; let them cut and paste pictures on the charts. In this way you can see that they are getting the correct meaning of the words.

Make booklets. Have sight words in manuscript on each page. These words should be taken from the basic pre-primers being used. The booklets should be of a size to meet individual needs. Go over the printed words to be sure the children have the correct meaning. Give them the papers, magazines, etc., to cut pictures and paste on the pages to illustrate the words. Check these. Encourage the children to illustrate the front pages of their booklets with original designs. Allow the children to take the booklet home, but keep one in the making to encourage continued attendance.

The same idea carried one step farther is a help. Now make booklets using sentences with the words of the first booklet. If possible have the children illustrate with drawings.

Use flash cards for drill to establish the sight words in the child's sight vocabulary.

The readiness program for migrant children, those learning a second language and those with meager experiences in their own tongue, needs to be very carefully planned. Adequate teaching here builds for success at higher levels.

The techniques used are no different than for any group. The difference is in their experiences. Everything they see and hear and feel is interpreted on the basis of their own experiences. They can understand only in terms of understanding already developed. After an adequate readiness for reading is built into the child's experience background, any good reading program used for the child in a regular classroom will prove successful.

Up the Road

Extending the Skills of Migrant Children

66/67

READING SKILLS

Because of the lack of experiences of many children, especially the migrant child, an attempt has been made to "step-down" some of the content of reading, arithmetic, and language texts and work books for use in teaching the migrant child. The following material is geared to a six-week period of time or a six-week special school, but can also be used when needed in any regular school work because the vocabulary is taken from basic texts.

Every concept must be thoroughly understood before any written work is attempted. It must not be taken for granted that these children understand the most simple English words. Each word must be taught in a concrete way. Children learn best by doing--explanations only are not enough. Many ways of learning by doing are shown.

In number work, a low level vocabulary is used, but higher interest content. Many children are able to add and carry, borrow and subtract, but they cannot read the words that go with such problems in the ordinary work book.

In language, drill is used for the teaching of the three rules for capitalization, for the period, and for the question mark.

The migrant child is with us such a short time; we feel we must do a few things well, rather than attempt a full curriculum.

Scott, Foresman Series is used as the basic text in these suggestions. The procedure of teaching the reading lesson is the same as in any classroom, except concepts have been developed from the most simple words.

The following outline is suggested. This outline is a simplified work taken from the Think & Do, Scott, Foresman--work book that accompanies New More Friends and Neighbors. It has been geared to a six-weeks' special session for migrant children in Colorado, but is adaptable to any series or situation.

Because of these childrens' limited experiences, each work and phrase has to be made meaningful before they can use any work book. Work on long and short sounds is almost useless for these children. Teachers feel elated if they learn four or five beginning sounds in the first few weeks they are in school. It must not be taken for granted that they understand the real meanings of words just because they answer "yes".

Lesson 1. Page 1 of work book.

I. Concepts to be developed

  A. Up and down

    1. What goes up and down?

      (a) teeter - totter
      (b) airplanes - helicopters
      (c) swings
      (d) birds

2. Actions

   (a) Make your hands go up and down.
   (b) Make your head go up and down.
   (c) Make yourself go up and down.
   (d) Jose and Maria join hands (show them what "join hands" means), look at each other, and Maria goes up and Jose goes down.

B. Tail Waves.

1. What waves?

   (a) Boys and girls wave.
   (b) Flags wave.
   (c) Trees wave.
   (d) Horse's tail waves.

2. Actions

   (a) Wave your hands.
   (b) Watch the flag wave on the flag pole.
   (c) Show the children the tree waves in the wind.
   (d) The horse's tail waves when he moves fast.
   (e) The wind makes the flag, tree, etc., wave.

C. From side to side.

1. What moves from side to side?

   (a) Your heads can (Show me.)
   (b) Your hands can (Show me.)
   (c) The horse's tail can.

II. Let the children read and do the first exercise only on page 1.

III. Before exercise 2, page 1, can be attempted, the concept of "stay in the yard", must be developed in any way a teacher chooses.

Suggested ways:

1. Stay in your seat. Do not go from your seat.
2. Stay in circle. (Make a circle with chalk on the floor) Do not go from your circle.
3. Stay in the room. Do not go from the room.
4. Stay in the yard. Do not go away from the yard.

Exercise 3.

1. "Must ride on one place".

Exercise 4.

1. "Some one must blow it up".

Exercise 5.

1. "Push with their feet".

Exercise 6.

1. "Suddenly start off".
2. "Gallop down the walk".

The next page is page 4. This is especially good for developing the meaning of some of the common prepositions that are so confusing to these children. Take about four days on this page.

Lesson 2. Page 4 of work book
Exercise 1.

1. Develop the meaning of

   (a) sliding
   (b) downhill
   (c) front
   (d) much too fast.

2. Instead of underlining the correct phrase have the children write a complete sentence. For example--Tom rolled off into the soft snow.

Lesson 3. Page 4 of work book
Exercise 2.

Develop concepts for "party after school", "to put on her coat", "at home", "open the door", "through the door", etc. Answer questions in complete sentences.

Lesson 4. Page 4,
Exercise 3.

1. Difference between sliding and a slide.
2. "End was too high". (Use play ground slide to demonstrate.)
3. Meaning and use of such words as under, on, again, etc.
4. What is straw?
5. Answer in complete sentence.

Lesson 5. Page 4,
Exercise 4.

1. "Got out of the barn".
2. "Ran off down the road".
3. Answer in complete sentences.

Lessons 6, 7, 8, 9. Page 6 of work book.

Follow above procedures to develop understandings. Write complete sentences instead of underlining.

Lesson 10. Page 8 of work book.

Use some word other than "Valentine", which is appropriate to the time. Use other decorations than valentines, too, and let each child choose and make one of the articles at top of page. It is suggested that this lesson be continued off and on through the day, and be completed before time to go home. (Something to take home.)

Lesson 11. Page 17 of work book.

This develops thinking in sequence. On this page let the children use the numbers 1, 2, & 3, to denote first, second, third or first, next, last.

Lessons 12, 13, 14, 15 Page 18 of work book.

This page helps to develop sensory pictures, also the forming of new words by adding ing to base word.

Lesson 16, 17 Page 20 of work book.

Read and understand each story before attempting to do the work at the bottom of the page. Again--take nothing for granted.

Lessons 18-22. Page 21 of work book.

Talk about each sentence separately. Answer questions orally before any written work. Be sure each child knows what is expected of him. Now insist on writing of complete sentences.

Lessons 23, 24. Page 25 or work book.

Develop concepts of such words and phrases as wiggle, top and sides, piles and leaves, bee buzz-ing, leaves whispering, wooden, middle boiled, etc.

Do this orally first. Be sure the 5 senses are understood. Don't take for granted they know, - they don't.

Lessons 25-28 Page 28 of work book.

Developing concepts of this page will take much longer than actual work. Let the children draw their own pictures and put the name of the bird above the picture.

Lessons 29-30. Page 29 of work book.

Dropping of ing and adding of e to the base word, facing--face, living--live, etc.

NUMBER SKILLS

There are many required facts for second grades. The facts chosen are most important for a short term school experience.

1. Add, less (take away), answer--know these terms.
2. Write 1 - 100.
    Count by 5's to 100
    Count by 10's to 100
    Count by 2's to 50
3. Simple story problems based on children's experiences and vocabularies.
4. Combination facts not to exceed the sum of 14.
5. Know compared values of 25¢, 50¢, and $1.00.
6. Make change with pennies up to 10¢. Change to quarters with dimes and nickels.
7. Value and use of zero up through 10 only.
8. Add a column of 1 digit numbers, the sum of which does not exceed 14.

Experience with migrant children has shown that many of them can work number problems, but are stymied when given story problems, because their reading vocabulary is so limited. An attempt is made here to combine known vocabulary with harder number work. Many of these story problems use the transportation and animal vocabularies begun in the lower level groups. (Words from Scott, Foresman Basic Series 2.2.)

Too much of any of the number work books now available is wasted in a short school experience, so it is suggested that drill work be dittoed from the number packets published by the Continental Press, Elizabethtown, Pa.

The following types of problems can be used for story problems. It is important to answer questions with complete sentences. Work orally on this phase before expecting children to complete sentences.

Addition

Addition Word Problems that are Easy

1. 3 girls had ice skates and 4 boys had sleds. How many children can play on the ice?

    __________children can play on the ice.

2. There were 2 horses, 3 pigs, and 2 cows in the pen. How many animals were in the pen? __________

3. John had 3 balls, Jill had 1 ball, and Susan had 2 balls. How many balls did the three children have?

    The three__________had________balls.

4. There were 3 black kittens in a box and 2 white kittens in another box. How many kittens were there?

    There were________kittens.

5. Mother pig had 2 little spotted pigs, 3 little white pigs, and 3 little black pigs. How many little pigs did she have?

She had__________little__________.

6. Dick had 10 rabbits and his father gave him 5 more. How many rabbits did he have then?

He had______ __________.

7. The woodpecker ate 3 black bugs, the little wren ate 2 green bugs, and the goose ate 3 big black bugs. How many bugs did they eat?

They ate__________bugs.

8. Two ducks waddled to the pond, 6 turtles walked to the pond, and 3 blue jays flew to the pond. How many animals were at the pond?

______animals_______ _______ _______ pond.

9. How many feet does a horse have?

A horse has _________feet.

How many feet does a deer have?

A deer has___________feet.

How many feet do they both have?

They have___________feet.

10. There were 2 boys playing ball in the park, 6 boys were on the merry-go-round, 5 boys were playing on the slide, and 2 were looking at the animals. How many boys were in the park?

There______ ______ _______ ______ ______ ______.

11. How many children are 8 boys and 4 girls?

There are______ __________.

12. How many days in one week?__________.

How many days in two weeks?_________.

13. One Saturday morning Tom, Jack, Nancy, Peter, Bobby, Ann, and Patty, came up a big hill with their sleds. How many children were there on the snowy hill?

There were______ ____________on the snowy hill.

14. How many apples did Jane and Nancy have if Jane had 10 apples in her basket and Nancy had 8 apples in her basket?

Jane and Nancy______ ______ ___________.

15. Bobby had 2 toy boats, Billy had 2, and Peter had 6. Did they have 12 boats?

Yes______
No_______

16. Ann was 12 years old on her birthday, Jane was 10 years old on her birthday, and Tommy was 13 years old on his birthday. Which child was the oldest?

__________was the oldest.

17. Billy ate 2 apples on Monday, 1 apple on Tuesday, and 3 apples on Wednesday. How many apples did Billy eat in three days?

Billy______ ____ _______ in three____________.

18. How many baby chicks were in the pen if one mother hen had 8 baby chicks, and another mother hen had 8 baby chicks?__________

19. At the pet store, Molly saw 2 black dogs, 3 gold fish, and 2 white kittens. How many pets did she see?

_____ _____ _____ __________.

20. Draw 10 balloons. Color 3 of them yellow, 3 of them red, and 4 of them orange.

Addition Word Problems That Are Harder

1. Billy had 17 little balloons, Jim had 12, and Jack had none. How many balloons were there?

There were______ ___________.

2. Jane had 12 paper dolls, Mary had 10 paper dolls, and Susan had 5 paper dolls. How many paper dolls did they have?________________.

3. Billy gave 3 cookies to Susan, 6 cookies to Jack, 2 to Spot and 2 to Rags. How many cookies did he give away?

He gave away ______________.

4. Jim saw 10 blue birds, Patty saw 11 blue birds, and Jane saw 15 blue birds. How many blue birds did they see?

They_____ ___ ______________.

5. Fred fed 14 lambs and 18 rabbits. How many animals did he feed?

Fred fed_____ ______________.

6. Bob had 4 pencils, Jane had 3 pencils, Betty had 5 pencils, and Jerry had 10 pencils. How many pencils were there in all?

______________________________.

7. Mary's mother had 12 flowers in one box and 13 flowers in another box. How many flowers were there in both boxes?

______________________________.

8. Fred's father has 12 pigs in one pen and 23 pigs in another pen. How many pigs does he have?

______________________________.

9. Jose and his family went 25 miles one day and 34 miles the next day. How many miles did they travel?

______________________________.

10. There are 17 children in one school room and 22 children in another school room. How many children can go to play at recess time?

______________________________.

11. If you had 20 pennies, how many dimes could you get for them?

______________________________.

12. 15¢ and 20 cents are __________ cents.

13. 20¢ and how many cents are 25¢? ____________.

14. 16 children sat at one table to eat lunch. 22 children were at another table. How many children were eating lunch?

______________________________.

15. Ned has 24 marbles in a box. Ted has 9 marbles in a paper bag. How many marbles do they both have?______________________.

16. Ten children rested on the floor and 12 rested in their seats. How many children were in the room?

______________________________.

17. Susan counted 12 stars in the sky. Billy counted 24. How many stars did they both count?

______________________________.

Do you think they counted all of them?

Yes______
No_______

18. Dan and Roy went to the airport. They saw 25 big planes on the ground and 5 more in the sky. How many planes did they see?

____________________________________.

19. If you earned 74 cents and mother gave you 25 cents more, could you buy a pair of shoes?

Yes_________
No_________

20. Could you buy a pair of shoes with $5?

Yes_________
No_________

Addition Problems That Are Still Harder

1. Billy had 18 toys in his yard and Dick had 34 toys in his yard. How many did they both have?

____________________________________.

2. John's mother made 48 cookies and Mary's mother made 52 cookies. How many did they make together?

____________________________________.

3. One man sold 13 black cars and 17 red ones. Another man sold 14 green cars and 21 blue ones. How many cars did they both sell?

____________________________________.

4. At the filling station Susan read that it was 15 miles to her home. The weather made the roads bad, so Susan and her family had to detour for 15 miles. How far did they go to get home?

____________________________________.

5. The storekeeper's cart had groceries in it. There were 24 cookies, 6 apples, 7 oranges, and 2 cakes. How many things were in the cart?

____________________________________.

6. One engine was pulling 27 railroad cars and another engine was pulling 74 railroad cars. How many cars were there?

____________________________________.

7. Dick called his father to carry the groceries to the house. They were too heavy for Dick because there were 10 pounds of beans, 50 pounds of potatoes, and 5 pounds of meat. How many pounds of groceries were there?

There were_________ pounds ___________ _____________.

Do you think Dick's father could carry all of the groceries at one time?

Yes________
No_________

8. Maria had 74 chickens in the pen and Joe had 27 chickens in the pen. How many chickens were in the pen?

There were _____ ________ ____ ____ ________.

9. Betty had 10 paper dolls, Susan had 13 paper dolls, and Mary had 17 paper dolls. How many paper dolls did the three girls have?

The three ______ ______ ____ ______ ______.

10. Billy had 18 little toy trucks, Jim had 7, and Jack had 9. How many trucks did they have?

______ _____ ______ ______ ________.

11. If 24 children were playing on the merry-go-round and 6 more got on, how many children were then riding?

There were ________ ________ ________.

12. There are 49 white keys on the piano and 40 black keys. How many keys of both kinds were on the piano?

______ ____ ___ ______ ____ ___ ________.

13. If you worked 6 hours on Monday, 4 hours on Tuesday, 3 hours on Wednesday, 5 hours on Thursday, and 5 hours on Friday, how many hours have you worked?

______ __________ ______ __________.

14. Three men went fishing. One man caught 25 fish, the second man caught 14 fish, and the third man caught 19 fish. If they fry all of them, how many people can each have a fish?

______ _______ ______ _______ ____ ________.

15. Jim found 13 pretty red leaves, Jane found 25, Betty found 10, and little Susan found 6. They took them home to mother to make the table pretty. She put them in a dish. How many leaves did she put in the dish?

____________________________________.

16. I saw 35 wild ducks flying south, my sister saw 16, and my brother saw 15. How many ducks were flying south?

____________________________________.

17. Patty's book has 75 pages in it. Henry's has 34 pages, and Mary's has 147 pages. How many pages in all three books?

______ ____ ____ ______ ____ ____ ____ ______.

18. In one camp there are 136 people, in another camp there are 247 people. How many people are in both camps?

____________________________.

19. One man had 425 rows of beets in his field and another man had 378 rows in his field. How many rows in both fields?

____________________________.

20. There are three schools in one town. The first school has 406 pupils, the second school has 345 children, and the third school has 175 pupils. How many children are there in the three schools?

____________________________.

Subtraction

Subtraction Story Problems That Are Easy

Add and Subtract

1. 3 boys were standing by the slide. One went down the slide. How many did not?

   ______did not go down the slide.

2. Jane went to the store and bought 10 oranges and six eggs. Did she have more oranges or eggs?

   She had more________.

3. Jack had 8 rabbits and Billy had 4 rabbits. How many more rabbits did Jack have?

   Jack had______ ______ rabbits.

4. Peter had 12 pieces of candy. He gave Ned 2 pieces and Jane 2 pieces. How many pieces did he have left?

   He had______ ______.

5. Mary had a dime, but spent 6 cents for a pencil. How many cents did she have left?

   She had______¢ left.

6. Judy had 14¢. She spent 10 cents for a cup cake. Could she buy a cookie that cost 4 cents, too?

   Yes________
   No_________

7. Draw 8 balls. Color 2 of them red, 3 of them blue, 3 of them orange, and the rest of them brown.

8. Jack saw 10 birds. 2 were in a tree, 2 were on the ground, and the rest were flying. How many were flying?

______ __________ were ___________.

9. Bob has 6 toy cars. Billy wants to play with 3 of them. How many will Bob have left for himself?

He will have ______ toy cars left.

10. Ann had 6 pencils. She gave one to her sister and one to her brother. How many pencils did Ann have left?

Ann had ____ __________ __________.

11. Bill had 6 cents. His mother gave him 6 more cents. Could he buy a toy car that cost 15¢?

Yes________
No_________

12. If you buy a candy bar for 6¢, how much change would you get from a dime?

I would get ______¢ change.

13. Maria had 8 books on her desk. The teacher put 5 of them on Patty's desk. How many were left on Maria's desk?

______ books were left on Maria's __________.

14. Draw 10 apples. Color 3 of them yellow and the rest red.

15. Fred drew 5 houses and Dick drew 4 houses. They colored 3 of them yellow and the rest of them were white. How many were white?

______ were ___________.

16. Jane had 14 flowers in her yard. She picked 7 of them. How many were left?

______ were ________.

17. How much more than a dime do you need to buy a 12 cent candy bar?

I need ______¢ more.

18. Children should go to school 5 days every week. Mary was sick and could not go on Monday. How many days did she go that week?

She went______ ________.

19. Mother bought a dozen (12) eggs. Jane and Jack ate 3 of them. How many eggs were left?

______ ______ were left.

20. There were 9 little rabbits in the garden. 5 hopped away. How many were left.

______ little ________ were __________.

21. There were 3 airplanes in the air and 7 setting on the ground. How many more were on the ground?

______ more were ______ ______ ____________.

Subtraction Story Problems That Are Harder

1. Jerry has 6 marbles. Jack has four. How many fewer marbles has Jack than Jerry?

Jack has ______ fewer ____________.

2. Ray found 13 sea shells. Bob found 7. How many more did Ray find?

____________________________________.

3. You have 15 chickens. One morning only 9 came when you fed them. How many were gone.

____________________________________.

4. Mary has 8 pieces of candy. She needs 18 pieces to fill a box. How many more pieces does she need?

____________________________________.

5. There were 17 nuts in the dish. All but 4 have been eaten. How many were eaten?

____________________________________.

6. Jim had 17¢ in his pocket. He lost 8¢. How much did he have left?

____________________________________.

7. Jack and Jill caught 18 fish. 4 were too small so they put them back in the water. How many fish could the family have for breakfast?

____________________________________.

8. If there were 12 children on the playground and 7 went in the school house, how many were left on the playground?

_______________________________.

9. 25 blue birds sat on a tree. 14 flew away. How many were still on the tree?

_______________________________.

10. There was a bicycle parade. There were 18 bicycles. If 12 of them were girls' bicycles, how many were boys'?

_______________________________.

11. Mary counted 25 pretty white clouds in the sky. The wind blew 24 of them away. How many were left?

_______________________________.

12. If you had 15 cookies and gave six to Jane and five to Patty, how many would you have left? ______________.

13. Juan drove 35 goats out to the grass to eat. When he came back he had only 22 goats. How many goats were lost?

_______________________________.

14. If he found 6 of the lost goats, how many were still lost?

_______________________________.

15. The ice cream man had 29 ice cream cones and sold 19 of them. How many did he have left?

_______________________________.

16. The grocery man had 18 candy bars on one shelf and 10 candy bars on another shelf. If he sold 14 candy bars, how many would he have left?

_______________________________.

17. If the teacher had 36 pieces of red paper and she had 24 boys and girls in her room, how many pieces of paper would she have left after she gave each child a piece?

_______________________________.

18. 25 is how many less than 39?

_______________________________.

19. 75 is how many more than 34?

_______________________________.

20. There were 46 big trees in the park. The wind broke 23 of them. How many were not broken?

______________________________.

Addition and Subtraction

Subtraction and Addition Problems That Are Harder

1. Mrs. Brown baked 60 cookies for the children of the neighborhood. They ate 48 of them. How many cookies were left?

______________________________.

2. There were 175 children playing on the playground. All but 85 of them were playing ball. How many were playing ball?

______________________________.

3. There were 26 children on the merry-go-round. Ten got off and 2 more got on. How many were then on the merry-go-round?

______________________________.

4. There were 51 little monkeys in a big tree and 15 of them ran down the tree and into their house. How many were left in the tree?

______________________________.

5. Jose's mother and sisters made 160 tortillas. If they sold 24 to Juan, 48 to Maria, how many tortillas would they have left?

______________________________.

6. One farm boy picked 125 ears of corn on Thursday and 109 ears on Friday. On Saturday he sold all but 10 ears. How many did he sell?

______________________________.

7. Dick went into a store. In one pile he counted 35 shirts, in another pile he counted 25 shirts. How many shirts were left in the two piles after the storekeeper sold 29 shirts?

______________________________.

8. In one school room there were 485 books. The teacher moved 277 of them into another room. How many were left in the first room?

______________________________.

9. If there were 175 people on the street at 8:00 o'clock, but at 9:00 o'clock there were only 86 people, how many people went home in one hour?

______________________________.

10. The workers picked 427 baskets of peaches on Monday and the next day they picked only 238. How many more did they pick on Monday?

_______________________________________.

11. There were 386 people at the show today and 206 yesterday. How many more were at the show today than there were yesterday?

_______________________________________.

12. The lady in the book store put 125 new magazines on the first shelf, 216 on the second shelf, and 103 on the third shelf. If she sold 300 of them, how many did she have left?

_______________________________________.

13. A big city has many streets. One big city has 1500 streets and another one has 5241. How many more streets are in the second city?

_______________________________________.

14. If Juan had $1.75 and spent $1.30 for a shirt, would he have enough money left to buy a hat that cost 49¢?

Yes_________
No_________
Show me how you know. _________________.

15. If Dick had $17.25 in his money box, how much more money does he need to buy a bicycle that cost $30.75?

_______________________________________.

16. One week Patty earned $1.75, another week she earned $1.35, and another week she earned $2.00. She bought a pair of shoes that cost $4.25. How much money did she have left?

_______________________________________.

17. Fred bought a pencil for 10 cents, some paper for 15¢, and an eraser for 5 cents. How much change will he get from a half dollar?

_______________________________________.

18. How much money do you think you need to buy 5 candy bars? How long do you think it will take you to earn that much money?

_______________________________________.

19. If John has a book with 371 pages in it and has already read 228 pages, how many pages does he yet have to read?

_______________________________________.

20. If you had $2.05 and you earned $1.75 more, how much money would you have left after you spent $3.00 for some books?

_______________________________________.

LANGUAGE BUILDING

The following language work is designed primarily for use in a short school term, but can be used in regular school classes with migrant children. Vocabularies from Scott, Foresman second grade readers have been used. This language work is on capitalization of names, pets, first word of a sentence, the word I; also use of a period after a telling sentence and a question mark after an asking sentence. A review of the consonant blends, of sh, ch, wh, and th is also included.

Much oral drill must precede each written sentence. Do not take for granted that children know that big and capital mean the same, etc. They must understand what a sentence is. Many devices, coined from each teacher's thinking, can be used to put across the idea of a sentence being a complete thought.

Much drill of the same kind is necessary to the learning situation.

Instruction to Teacher:

When these drills are reproduced for children's use, they should be done in Primary Type.

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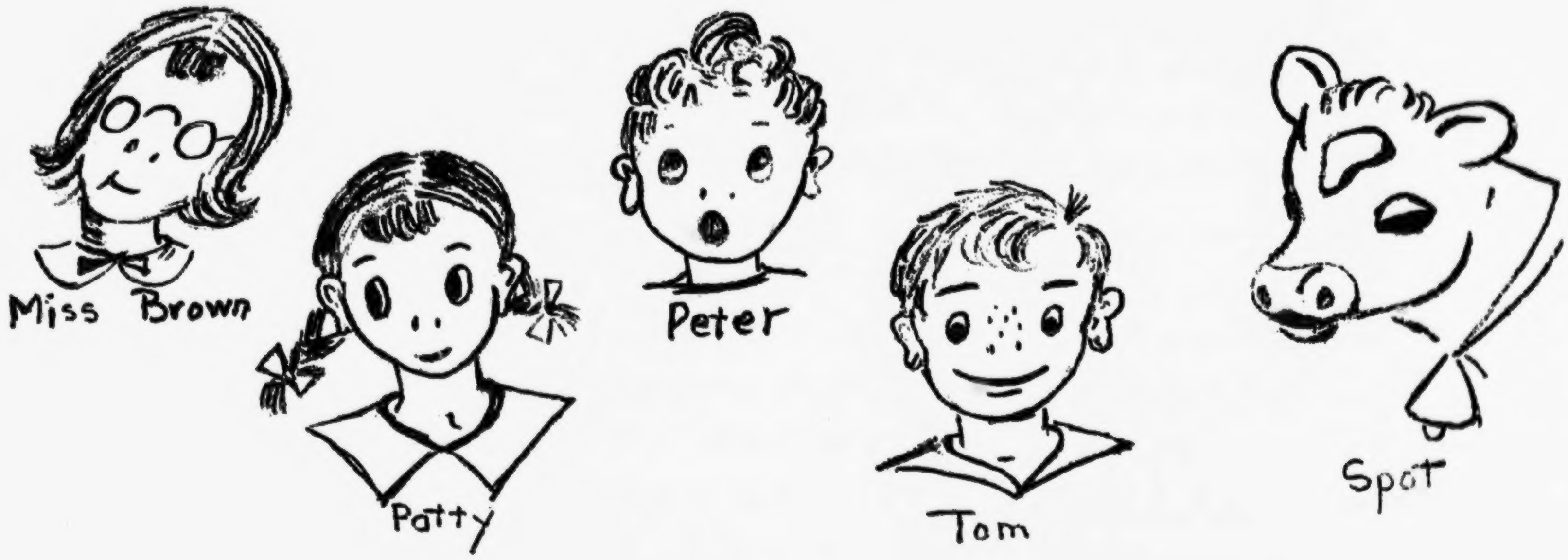
Lesson 1
Writing Names

Write the names where they belong.

The first letter of a name is a big letter. It is called a capital letter.



1. The girl's name is __________________.
2. The teacher's name is ______ __________________.
3. The boys' names are __________ and __________.
4. The pet calf's name is __________________.
5. __________________ fell on the ice.
6. __________________ fell on the ice too.
7. Miss Brown teaches __________________, __________________ and __________________ in school.
8. She does not teach __________________. A calf does not go to school.
9. __________________ lives in a house.
10. __________________ lives in a barn.

If you gave something to Miss Brown, what would you write on this:

To: ____________________

From ____________________

Lesson 2
Big Letters

The first word of a sentence begins with a capital letter.

1. (mother) ________________ gave me a cookie.
2. (all) ________________ of the children wanted cookies.
3. (my) ________________ friend came to play with me.
4. (father) ________________ gave me a toy horse.
5. (that's) ________________ a very big horse.
6. (come) ________________ see my big horse, Peter.
7. (it) ________________ is a funny, funny horse.
8. (we) ________________ like my horse.
9. (this) ________________ horse is fun to ride.
10. (you) ________________ may all ride my horse, too.

Lesson 3
Telling Sentences

A telling sentence ends with a period.

What word will you use to end each sentence?

What will you put after the last word?

1. Oak Hill was in the ____________ park sun car
2. The children slid down the hill on their sleds in the ______________
   winter time summer time night time
3. All the children walked up the ____________ house horse hill
4. The children made a snow________________ pan an man
5. Jack made a sled out of an old______________ pan can man
6. The old pan made a funny________________ sled bed red
7. All the children rode in the funny sled.
   They had a good________________________ time dime rime
8. They made a hat for the snowman's________ hands feet head

Lesson 4
The Word I

The word I is a capital letter.

Fill in the spaces.

What goes at the end of each sentence?

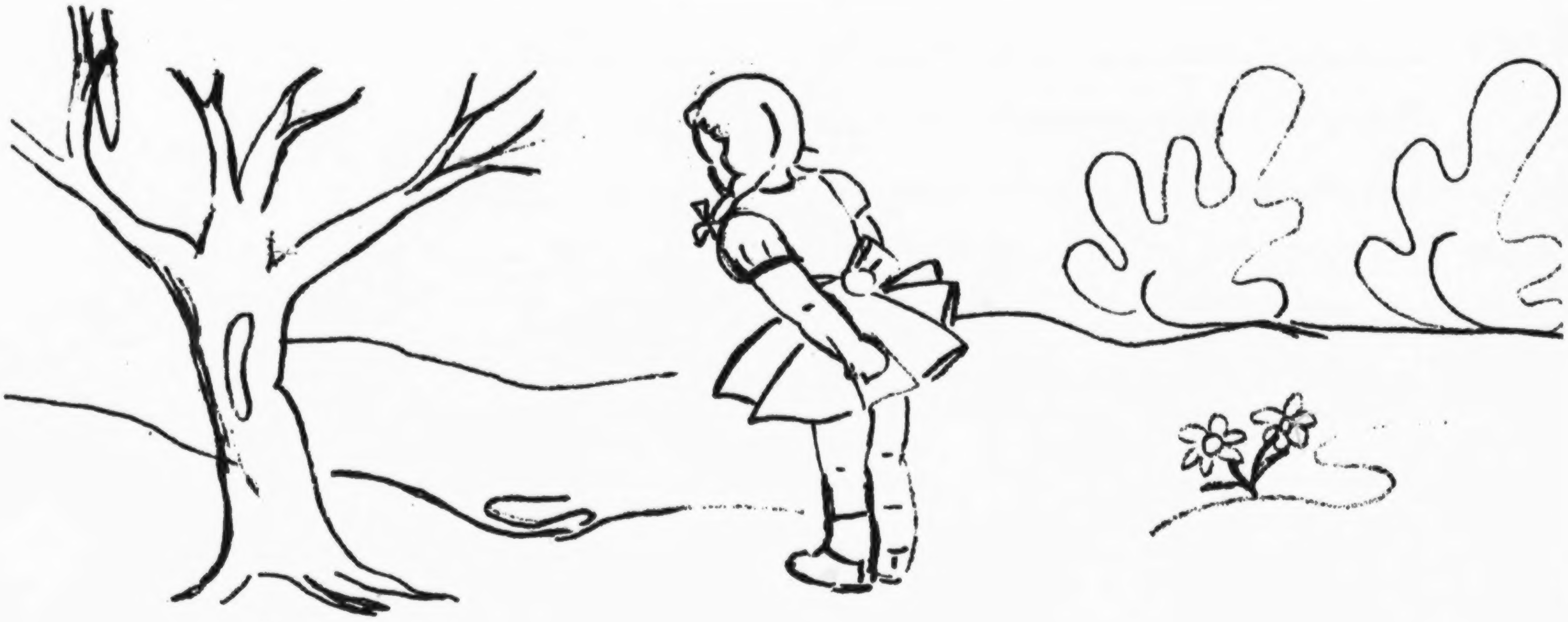
1. Monday morning __________ went to school
2. __________ saw Betty coming out of her house
3. Then __________ saw she had a big red apple
4. __________ wanted an apple to give to the teacher
5. __________ ran home to get an apple
6. We had no apples, so __________ gave Miss Brown an orange
7. The teacher said that Mary and __________ were nice to her
8. Mary and __________ like apples and oranges, too
9. Mother gave two apples to Mary and me. __________ thanked her for the apples
10. __________ will eat all of mine

Lesson 5
Ending Asking Sentences

Put a question mark after each sentence.

Write the word to end each sentence. Each sentence asks something and must end with this mark - ?

1. Do you like Bobby's __________	horse	ride	ran
2. Does the duck go in the __________	water	what	where
3. Can the kitten __________	mew	new	me
4. Did the calf fall on the __________	water	ice	tree
5. Do you like to play on the __________	grass	sky	balloon
6. Where have you gone to __________	church	children	chair
7. Did you eat the red __________	orange	apple	dress
8. Did you ever go to a __________	too	zoo	moo
9. When did you eat your __________	breakfast	ball	bat
10. What would you like to tell __________	about	am	away



Lesson 6
Ending Telling And Asking Sentecnes

A telling sentence ends with a period. An asking sentence ends with a question mark. Every sentence begins with a capital letter.

Put the right mark at the end of each sentence!

1. Snowball is a kitten
2. Mary took Snowball to school
3. Do you think the children liked Snowball
4. What did Snowball do at recess
5. She went all around the schoolground
6. Snowball went to sleep
7. Do you think she slept until lunch time
8. Mary took Snowball home after school
9. Her mother would not let her take Snowball to school again
10. Can you think why

Make a telling sentence with each of these three words:

went school Snowball

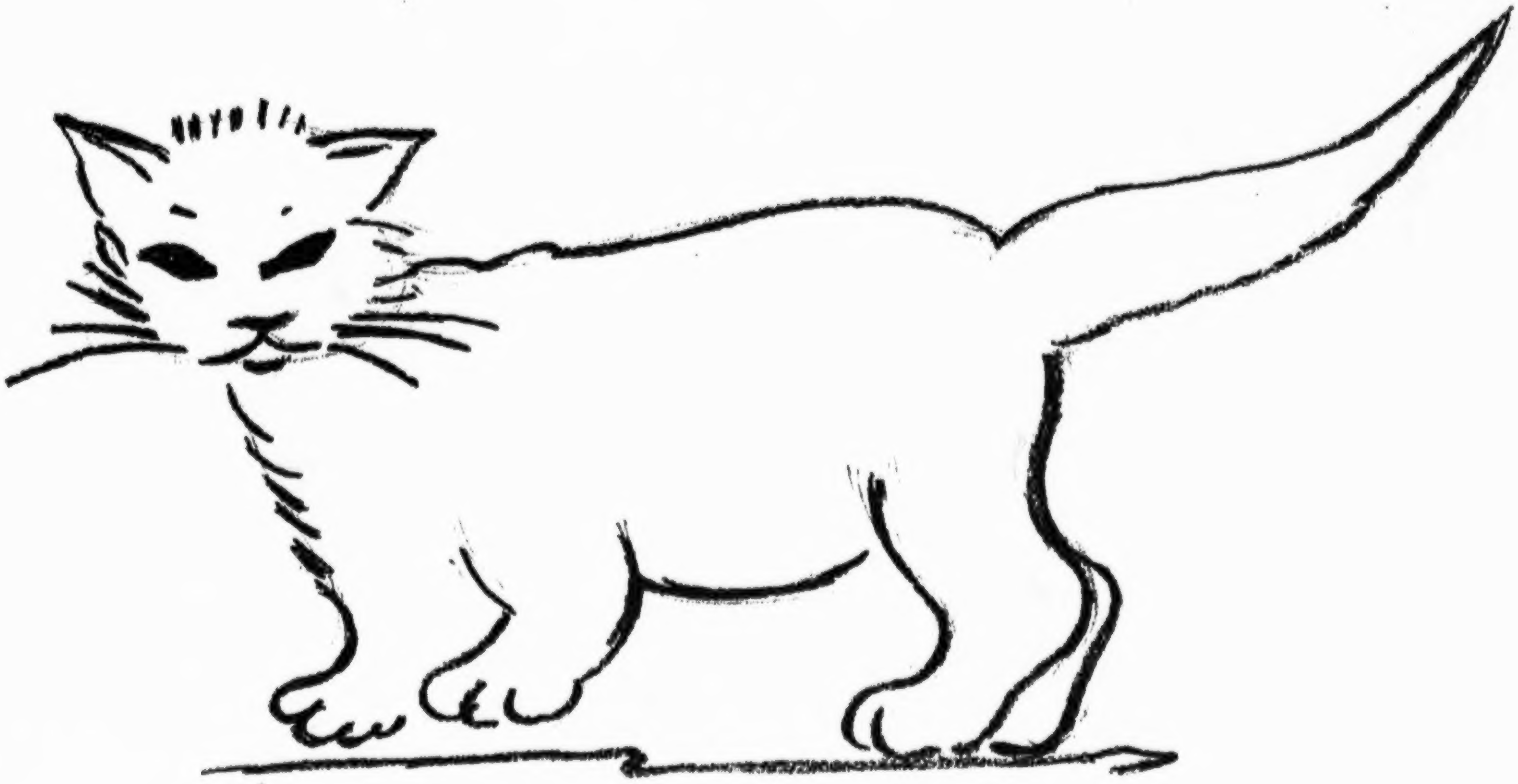
1. ____
2. ____
3. ____

Make an asking sentence with each of these six words:

you think do snowball school liked

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____

Lesson 7



Tabby

Remember Pets' Names Begin with Capital Letters

1. This cat's name is ____________________________.
2. ________________________ is my pet.
3. I gave___________________ some milk.
4. _________________________ eats meat, too.
5. Do you like ______________________?

Color Tabby black and white.

Lesson 8

Teeter-Totter

Make the Sentences Begin As They Should:

1. (my) ______________ house is little.

2. (i) ______________ have a teeter-totter.

3. (the) ______________ slide is mine, too.

4. (the) ______________ swing is not mine.

Make These Sentences End As They Should:

5. There are three windows in my house

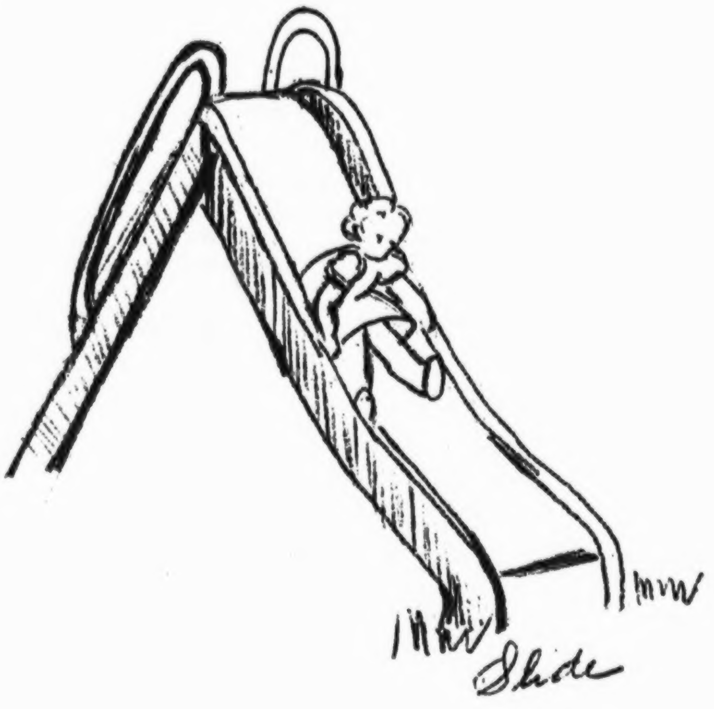
6. There is one door in my house

7. Do you like my slide

8. Do you want to swing in Jim's swing

9. Will you teeter with me

10. It will be fun

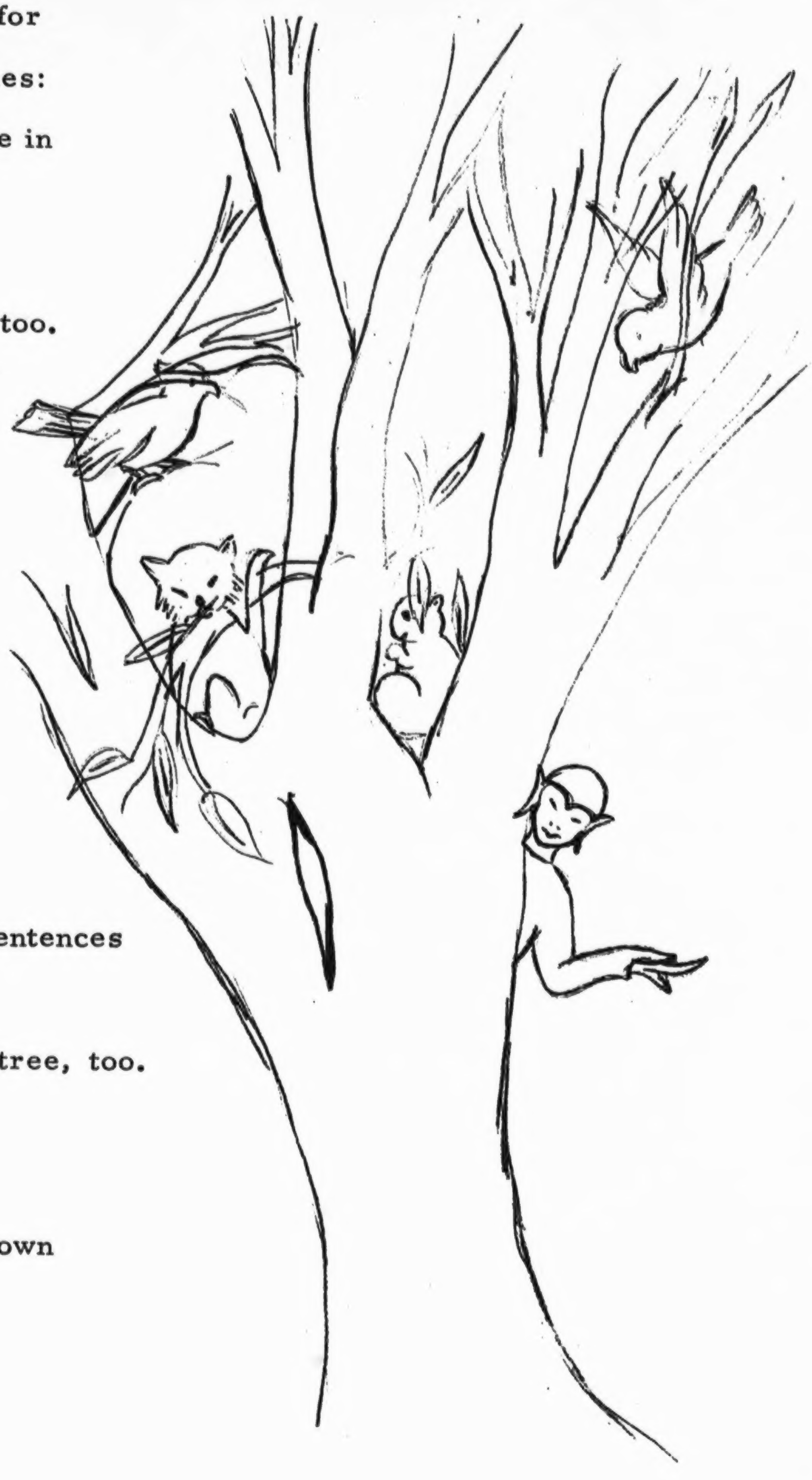


Lesson 9

A. Write the first word for each of these sentences:

(two)________birds are in the tree.

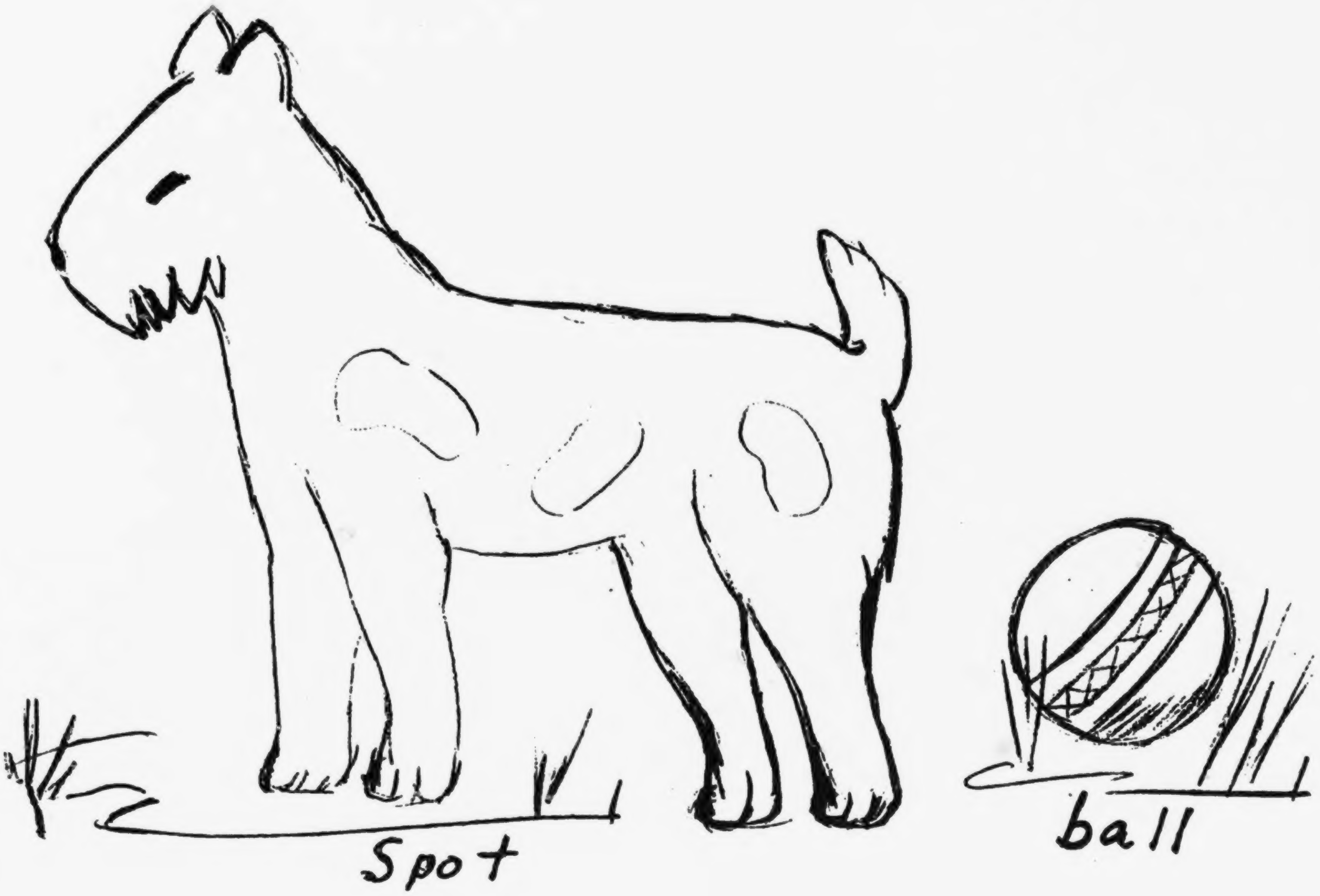
(i)_______can see a squirrel in the tree, too.



B. Make each of these sentences end right:

1. There is a cat in the tree, too.
2. Find the boy
   Color his hat blue
3. Color the squirrel brown
4. Color the birds red

Lesson 10



Spot is a pet. His name begins with a capital letter.

Write his name on the line in each sentence.

1. ________________ is black and white.
2. ________________ eats meat.
3. ________________ likes milk, too.
4. ________________ likes to play with the ball.
5. Tim gave the ball to ________________________.
6. Will you play with __________________________?
7. Susan played with ________________ today.
8. ________________ likes Susan.

Lesson 11

Begin And End These Sentences As They Should Be:

1. (susan) ________________ gave me a cookie
2. (did) ________________ she give you one
3. (jim) ________________ has some candy
4. (his) ________________ sister gave it to him
5. (do) ________________ you like cookies
6. (mother) ________________ gave me some milk
7. (milk) ________________ is good for me
8. (i) ________________ drink milk for breakfast
9. (all) ________________ children should drink milk
10. (does) ________________ your family drink milk every day

Lesson 12

To The Teacher: This Lesson Follows The Presentation Of The Three Billy Goats Gruff During The Story Hour Period.

Begin these sentences in the right way.

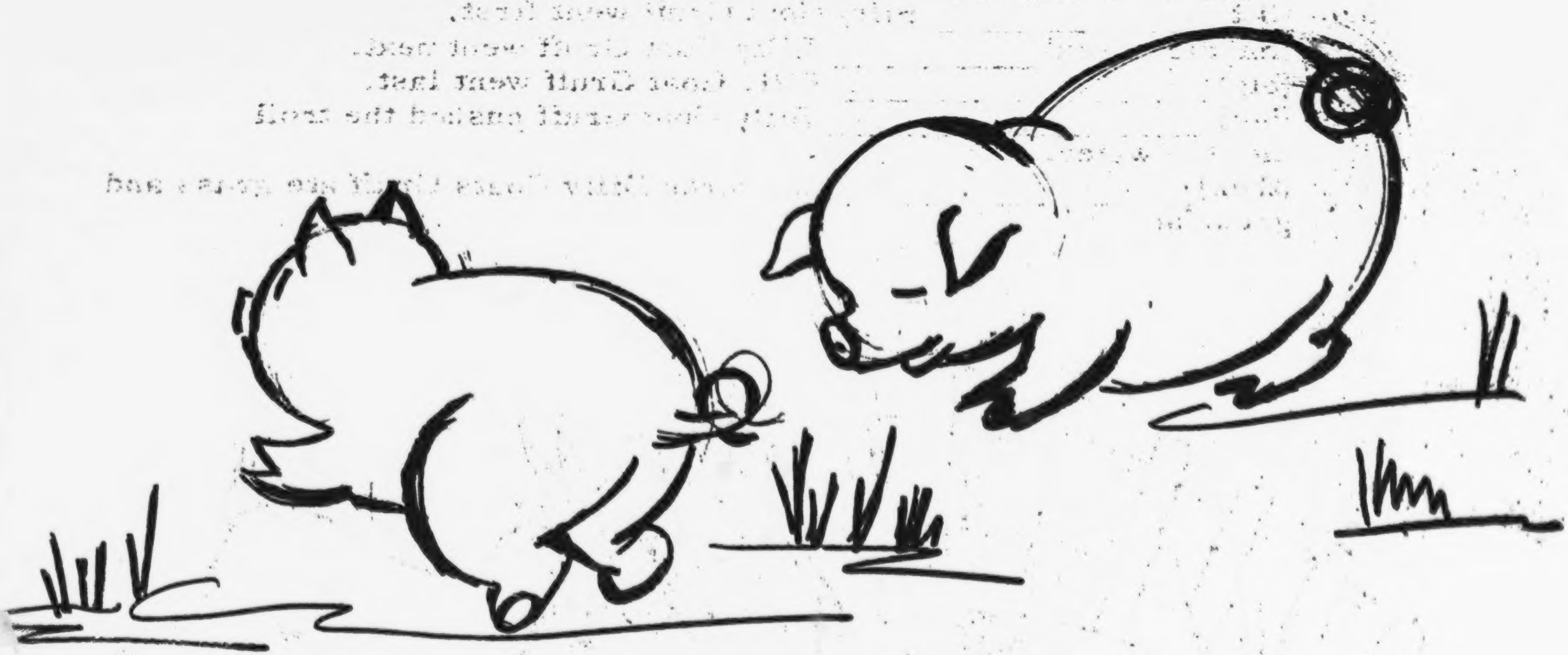
1. (three) ________________ Billy Goats Gruff wanted to go across the bridge.
2. (a)________________ big old troll was by the bridge.
3. (little)________________ Billy Goat Gruff went first.
4. (middle-sized)________________ Billy Goat Gruff went next.
5. (big) ________________ Billy Goat Gruff went last.
6. (big)________________ Billy Goat Gruff pushed the troll into the water.
7. (then)________________ the three Billy Goats Gruff ate grass and grew fat.

Lesson 13

To The Teacher: This Lesson Follows The Presentation of The Three Little Pigs During The Story Hour Period.

Make each sentence end as it should.

1. How many little pigs were there
2. There were three little pigs
3. What did the first little pig use to build his house
4. The first little pig used straw
5. What did the second little pig use to build his house
6. The second little pig used sticks
7. What did the third little pig use to build his house
8. The third little pig used bricks

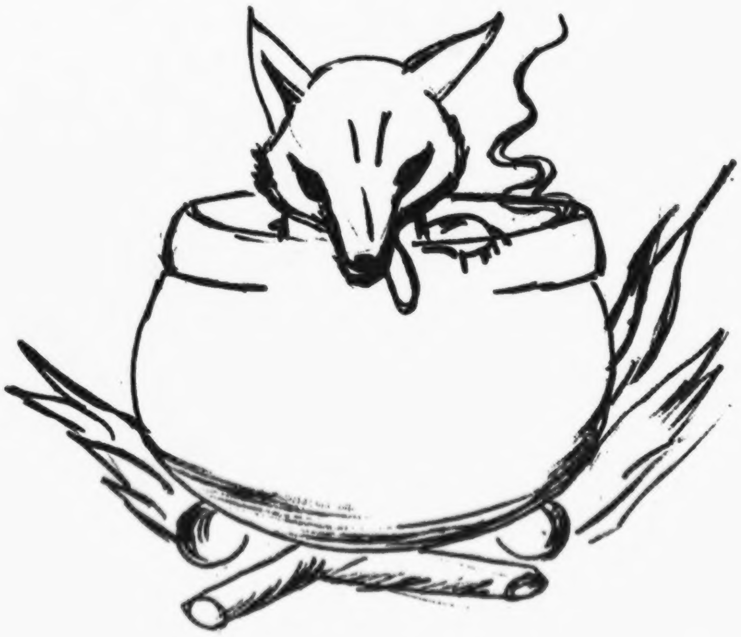


Lesson 14

To The Teacher: This Is Lesson 13 Continued.

Make each sentence end as it should.

1. Did the bad wolf catch the first little pig
2. Yes, he did
3. Did the wolf catch the next little pig
4. Yes, he did
5. Did the wolf catch the last little pig
6. No, he didn't
7. What happened to the wolf
8. The third little pig caught him in a big kettle

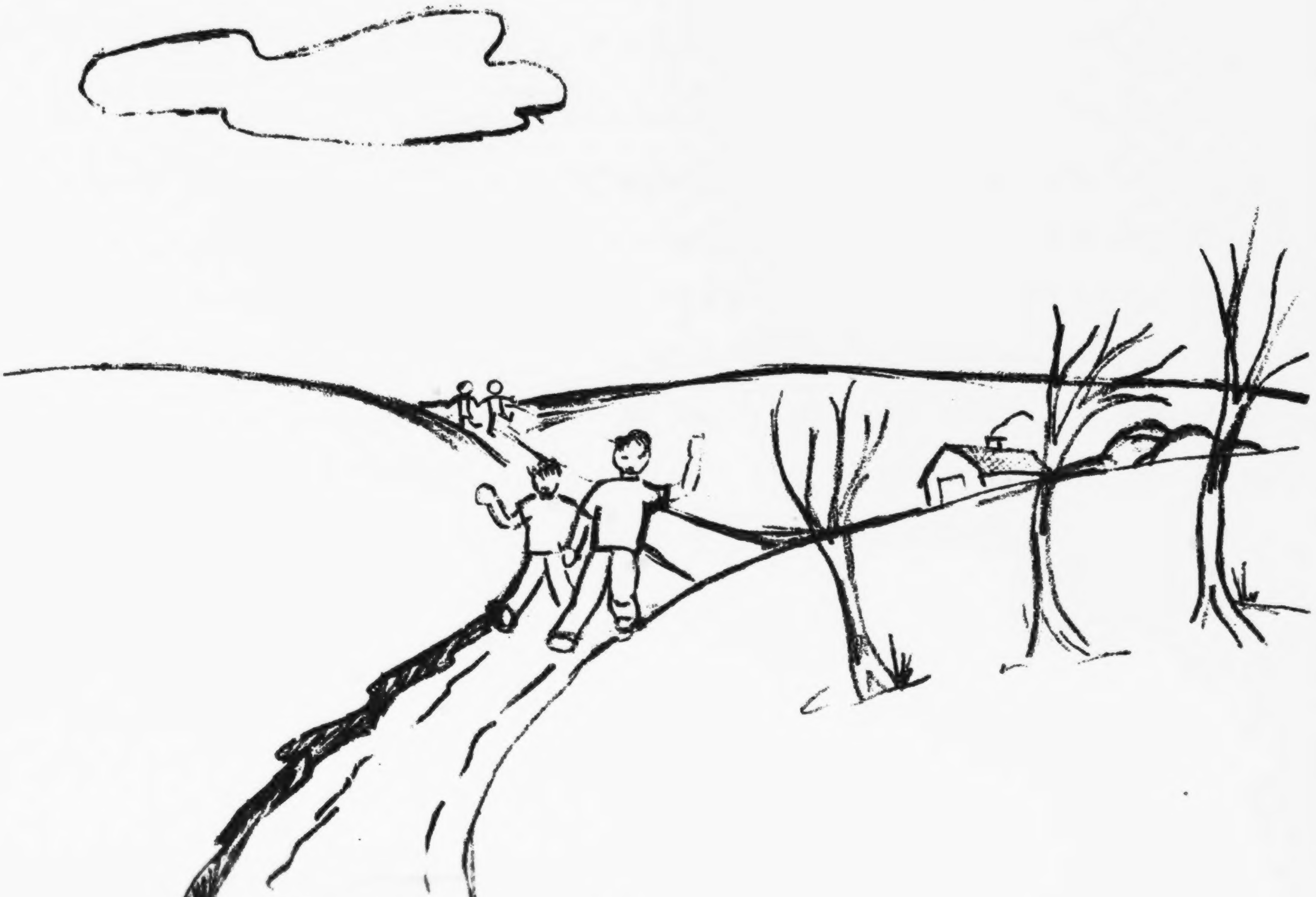


Lesson 15

Put these sentences in the right place to make a story.

1. At last she was ready for school.
2. Alacia got out of her bed and put on her clothes.
3. After that she ate breakfast.
4. Then she washed her face and hands and combed her hair.

Write your story here.


This Way
To Broader Highways

On We Roll

Putting the Skills of Migrant Children to use

PUTTING THE SKILLS OF MIGRANT CHILDREN TO USE

In the intermediate grade "children who learn on the move" lack many basic skills. Their movement has caused them to have gaps in the natural learning sequence of the basic skills in the language arts and arithmetic. The other skills commonly learned and extended in the intermediate grades also will lack the consistency normally found among other children.

In this section a few objectives, ways to meet these objectives, and material for learning are presented so that teachers of migrant children can plan experiences which will more nearly meet the objectives at these grade levels.

I SKILLS TO BUILD ON

Objectives	How To Meet These Objectives	Materials To Use	Activities For Learning
Developing Skills in: 1. Mastery of the English language. Understand the English of road signs, road maps.	Planned conversation, story telling. Study road and other maps.	Flash cards, objects films and film strips, globe. McKee & McCowen (Enl) Language series or others. Road maps.	Telling and showing time. Study the road and other signs while on field trips.
Learn the amenities of the English language and American manner-isms.	Discuss words of courtesy with class, when to say please, thank you, begging one's pardon.	Simulated situations	Lunch room conversation.
Use of the telephone. Know meaning of words like Exit and Entrance.	Make occasions for pupils to use the phone. Use doorways.	Telephone company will furnish phone to use in the class-room. Doorways.	Arrange ahead of time with some one to be called on the phone. Entering and Leaving.
Ability to listen well.	Use records - stress the point that those who have the right to talk must listen.	Children give accounts of experiences.	Square dance records. Singing game records.
Keeping to the point in conversation and reporting.	Have child tell and show, but insist that each person finish before another subject is begun.		

Understanding of poetry. Also appreciation of poetry.	Keep subjects close to what children know.	Anthology of Children's Literature and Poetry. (Most any series or book is adequate).	
2. Reading - Be able to read directions, signs, road maps. Read as close to chronological grade level as possible.	Start where the child is. Use quick form of testing, pronouncing words or reading.	Word lists and flash cards. My Weekly Reader, Reader's Digest Skill Builders (two levels per grade), library books, supplementary texts, mimeographed material. Film strips, opaque projector.	Regular reading periods to further determine help needed and time to give help. Discuss what has been read.
Understand pronunciation of consonant and consonant blends as follows: Cherries Show See Section III on page 107 for words that need careful drill.	Decide upon the consonants and blends that are most needed.	Magazines, scissors, paste, pencils, Scott, Foresman - Talk, Spell, and Write. Phonics We Use -- Only parts of these work books -- the parts that fill the need.	During some period have children cut out pictures that begin with consonants and blends that the teacher is trying to teach. Write the word under the picture such as "Shirt" under the picture of a shirt. "Bread" under a picture of bread, etc.
Appreciation. Teacher read to group. To dramatize.	Read what is liked by the class. Use stories that are familiar.	Any material that is on level of child.	About 15 minutes may be maximum attention span.

3. Arithmetic - Understand the fundamentals of arithmetic - addition, subtraction, multiplication, division, and the number system.	Start where the child is. Find out what fundamentals he missed and concentrate on them. Use *parts* of basic texts, *but develop* problems from life situations.	Flash cards, chalkboard, paper, pencils, *Seeing Through Arithmetic*, *Making Sure of Arithmetic* or other texts. Mimeographed sheets to fit individuals. Film and film strips. Felt board.	Self-help activities such as flash cards, arithmetic games, and work at the board. Have films and film strips. Measure, cut whole units into parts. Paper plates, oranges, apples.
Tell time and count money.	Use model clocks, play and real money.		
Handle money wisely.	Price food and clothing.		
Find things that different pupils have missed. Bridge the gaps.	Compare family income with what things cost.		
Be able to do practical problems, such as gas mileage and cost of food per person in the family.	To bridge the gaps children will be working on several things - have two or more in each group.		
	Use life situations as much as possible.		

II SKILLS TO EXTEND

Extending Skills In: 1. Writing Know proper forms of letters - legible writing.	Some drill - have reason for writing. Language and writing go together.	Primary practice and penmanship paper. About a #2 pencil.	Drill to music, write announcements, thank you notes, invitations. Write short stories.
2. Social Studies: Understand concepts of democracy.	Set up democratic form of activities in the school.	Films, film strips, opaque projector, road maps, materials from Chamber of Commerce.	Field trips to bakery, dairy, newspaper offices, a house under construction, the post office, the air port, the railroad, garage or machine shop.
Opportunities open to those who will work to attain success.	Discuss how others make a living. Secure and use materials that inform the children about how to make a living in other parts of Colorado and close to their home bases.		
Get children to realize that there are many jobs open to those with training and education. Study Colorado in relation with other states.	Use actual-life experiences.		

Appreciation of the beauty of nature.	Use pictures to discuss experiences of individual children. Pictures of where the children have been.	Arizona Magazine, sporting magazines.	Frame pictures with construction paper.
3. Better Work Habits:	Plan short enough periods so that a task can be finished, gradually lengthening the period. Tasks must be made to fit the needs and interests of the child. Any task started should be finished.	Any materials that child can work with satisfactorily.	Art projects, academic work, arithmetic, letter writing.
4. Music. Folk music. Popular songs--especially songs with rhythm. Encourage children to express themselves through music.	Use records in activities. Children enjoy tape recording their songs; they can actually hear their own improvement.	Record player--records. Tape recorder.	These activities can be carried on in room, hall, or gym --even in shady spot close to the building.
5. Learning to follow rules and regulations.	Discuss why rules must be followed--protection for everyone.		Lining up for lunch and the bus. Cleaning up after an activity period.

6. Science	Correlate with social studies. Study of stars in regard to travels of the children. The water cycle can be shown with pan of boiling water and ice cubes.		
7. Positive Discipline. Positive action on part of pupils.	Through proper teacher attitudes as:		Do every thing possible to make the group radiate a friendly atmosphere.
a. Teacher language affects pupil behavior.	1. Simple positive requests always more effective than threats.		
b. Cooperative group endeavor or procedures.	2. Hurrying a child tends to delay rather than to expedite matters.		
c. Firmness is necessary along with kindness.	3. Pleasant requests are more effective than scolding in encouraging children to try new things, to persist in difficult tasks or to change activities.		
	4. Useful phrases - "You can do it", "That's right", "You are getting it."		
	5. Use simple directions in place of lengthy statements.		

CORRECTING SKILLS

1. First aid for correcting th.

a. Train the child's ear to listen for th as you use rhymes containing the sound. Children may clap or show by some sign that they recognize the sound.

b. Form th for the children to imitate. Do this again and again.

Thirty thousand thoughtful boys
Thought they'd make a thundering noise;
So, with thirty thousand thumbs,
They thumped on thirty thousand drums.

Sound th again for the children to imitate. Sound it close to their ear; then repeat it, tell them to watch your mouth as you form the sound. If they succeed, they may use the sound in syllable drills, combining it with the vowels a, e, i, o, u, or a, i, o, e, u. If they fail to imitate the sound, show them the correct tongue position for th.

As soon as children have learned the correct tongue position for either the voiced or the voiceless form of the th, they will then need only practice in the sound in words and sentences.

2. Drill to fix the habit of forming th correctly

a. Let children repeat the following exercises, using both voiced and voiceless forms of th.

tha, the, thi, tho, thu.
ath, eth, ith, oth, uth.

b. Let children march as they imitate the drum beat:

Thump! thump! thump! thump! thump!

c. Let children raise and lower thumbs as they recite

Thumbs up, thumbs down,
thumbs up, thumbs down,
thumbs up, thumbs down,
thumbs are down.

3. Th words for practice Voiceless th

initial	medial	final	blends
thumb	method	tooth	throw
thimble	nothing	teeth	three
thin	something	mouth	thread
thick	plaything	south	earth
thief	author	Ruth	length
those	father	bathe	breathes
then	weather	breathe	mouths
them	either	clothe	wreaths
there	other		paths
that	feather		

4. Phonetic Analysis

a. Teach the important consonant blends used frequently in second grade.

b. Teach the short vowel sounds, particularly in monosyllabic words.
c
c. Teach the long vowel.

d. Teach the speech consonants ch, sh, and th in the final position.

Wh is never found in this position.

e. Teach the consonant blends sk, sp, and st in the final position.

f. Teach the double vowels as they occur within a word and as the ending of words.

g. Teach the vowel blends ow (grow), ow (cow), ou (out), oi, oy, ew, au, aw, oo, (look), and (room).

j. Develop vowel rules.

5. Developing Vowel Principles:

To develop understanding of the vowel principle, that if there is only one vowel in a word, it usually takes its short sound. Lead pupils to observe that in some words the vowel comes either at the beginning or in the middle of the word and that each word has short vowel sound.

and, bang, it, met, ran, his, help, glad.

Have the pupils discover the principle that if the only vowel in a word is at the end of the word, that vowel usually takes the long sound.

me, she, my, cry, do, go.

Let the pupil pronounce them and establish the generalization.

6. Silentness of Vowels

Help children, understand the general principle concerning silentness of vowels. Write the words pie, cream, train, seems, tie, oak. Have the children pronounce each word and tell what vowel they hear, and what vowels they see in each word. This will lead them to formulate the generalization that usually when two vowels appear together in a word the first one is long and the second is silent.

Note: Some words have a short vowel sound (oo). Others have a long oo sound. (foot, moon.)

Use similar procedures to help children formulate the principle concerning the silentness of final e. Write the words ate, bake, cake, game, Jane, late, made, name, rake, take, ice, fine, line, like, nice, pile, side, ride, time. Have the children tell which vowel they see and which vowels they hear.

7. Consonant Controllers of Vowels:

If the only vowel letter in a word is followed by r, then the sound of the letter is usually governed by r as in bird, park, mark. Call to attention that these words have but one vowel, but this letter does not have the short sound. The vowels are not short because they are followed by r. Consonant ch. Write words on the blackboard as cherry, chicken. Do the words look and sound alike at the beginning? The ch letters have but one sound.

Write the word lunch on the blackboard, and call attention to the sound of ch in the final position. Write other words placing ch in initial, middle, final location of words. Write the word In--in front of in place ch the word is "chin". Write other words and have ch substitute for the initial consonant. You can add or change the initial consonant.
Note: The same procedure may be used to teach the speech consonant of sh.

WORDS THAT NEED CAREFUL DRILL *

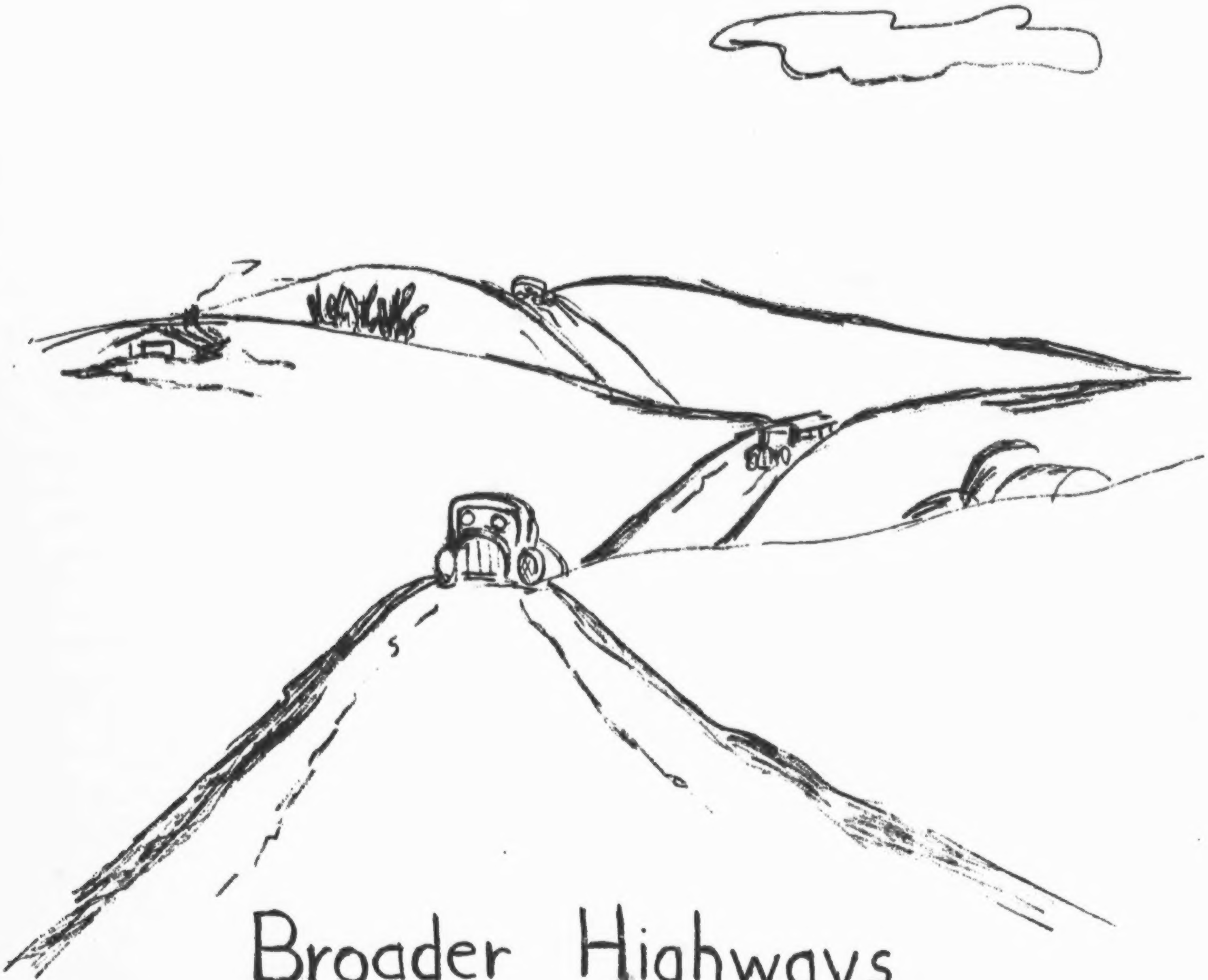
Chilly - chile
know-no-gnaw-now
pop-pup
eyes-ice-I's
fan-fun
three-tree
flour-flower
none-nun
for-from-form
yellow-jello (hielo)
lick-leak
fit-feet-fight
then-there-thin
pick-peek-peak
right-write-wright-
class-glass
year-ear
live-leave
eat-it
sea-see
wood-would-wooed
will-seal-sell
puddle-poodle-paddle
still-steel-steal

Nut-knot-not
but-tub-bought butt
week-weak
there-their they're
clean-cleaning
cleanse-cleanliness
hit-heat
ball-bowl-bawl
slip-sleep
son-sun
were-wear-ware
seek-sick
eight-ate
ship-sheep
seat-sit
meet-meat
great-grate
did-died-deed
fill-feel
draw-drew
bow-bough-beau
are-our-hour
say-says

Robber-rubber
blue-blow
red-read
pear-pare
sail-sale
I-eye-aye
in-on
fare-fair
bear-bare
for-fore-four
pitcher-picture
rich-reach
chop-shop
been-bin-bean
quite-quit-quiet
off-of
hot-hat-hut
hand-hound
dog-dug
fall-fool-full
was-saw
stop-spot
thread-tread
pronounce-pronunciation

Shock-choke
collar-color
say-said
keys-kiss
beat-beet-bit-bite
mean-mine
this-those
green-grin
soon-noon
waist-waste
rise-rice
die-dye
come-came
dear-deer
nose-knows
chip-cheap
wrote-rote
tooth-teeth
to-too-two
which-witch
be-bee
cent-sent-scent
on-no
hill-heal-heel

* By courtesy of Adams State College
Alamosa, Colorado



Broader Highways

Broadening and Enriching the program for the Migrant Child.

This section presents many ideas for broadening and enriching the school lives of migrant children at every grade level.

Migrant children have experiences the same as other children. Many times these experiences can be extended and enriched.

The broader approach used here suggests that many areas of the curriculum must be brought into play to help round out the in-school experiences for these children.

SCIENCE An Avenue for Curiosity

Science is not just a body of facts; it is a method of inquiry. It is working concepts and a way of thinking. Science deals with areas about which children are already curious and eager to learn. It is a way of solving the problems of living.

The teaching of science to migrant children in our elementary schools has many definite advantages. Children are naturally interested in and curious about the things which surround them. Interest and curiosity make an excellent jumping off place for other learning. Interest in something and desire to communicate about that interest overcome shyness and diffidence; discussions can lead into written communication; curiosity can lead to wider reading. Science experiments and displays also have the advantage of building up and extending English vocabulary and concepts. Through experiment and discussion about our environment, health standards can be taught; common misconceptions and superstitions can be corrected; knowledge for meeting emergencies can be developed; an understanding of our environment can be instilled; and an interest in observing and learning while the child travels can be fostered; a scientific attitude toward investigation can be developed. All of these advantages in teaching science are of special value to the migrant child.

An elementary science course must present:

1. The facts, concepts, and principles of modern science.

2. The methods of scientific thinking.

Children should be trained to plan, observe, compare, collect data, and record their findings.

The spirit of a science course should be, "let's find out together."

There is an abundance of things of interest and challenge to children; things to watch, investigate, do, and discuss. All the world lies before the child to be explained and understood.

Short units and activities can be worked out in science very easily. For teaching migrant children several short and simple units are presented for the teacher to draw upon.

In the section following are pointed out some concepts, as well as the grade level and textbook series that will aid the teacher in teaching these concepts. Many schools also have a wealth of supplementary trade books that can be successfully used in a good science program.

1. UNIT ABOUT BIRDS

OBJECTIVES	CLASS ACTIVITIES	MATERIALS & REFERENCES
1. To develop an interest in study of birds.	1. Have children collect pictures of birds, their nests, and houses.	Birds Through the Year Gilmore, American Bk. Co.
2. To help children think of birds as helpful beings.	2. Read stories and poems about birds. Older children could write stories and poems for language.	A Field Guide to Birds Peterson, Houghton, Mifflin Co.
3. To study different birds, their homes, their young, their habits, their food.	3. Have drawings, cutting out, and modeling of birds, nests, and their eggs. Make a house out of a gourd. Make a feeder for the window ledge.	Bird Pictures in Color National Association of Audubon Societies, 1006 5th Ave., N. Y., N. Y.
4. To help children identify common birds as to color, size and song.	4. Make a bird scrap book. Older children could write down facts about birds and their observations in the scrapbook.	Birds in Your Backyard Primary - Basic Education Series. How Birds Live No. 354
5. To enlarge the children's vocabulary.	5. Make reading charts. Also learn words such as bird, robin, etc. in spelling.	Birds and Their Babies No. 208, Unit Study Books 40 S. 3rd St., Columbus, Ohio, American Education Press, Inc.
6. To provide extra reading.	6. Read bird stories from your reading book & other books. Have children hunt interesting articles from magazines about birds. Learn songs about birds. Listen to bird records.	Films & Filmstrips What Bird Is That? Capital (color) Gray Owls Little Brother Birds of the Dooryard. U. of Calif. (color) Birds of The Countryside. High Over the Borders N. Y. Zoological Societies Ariz. U. 20 min. rental 50¢. Realm of the Wild, 26 min. (color), U.S. Gov't Release Free - 311 North Central Ave., Phoenix, Ariz. Standard Oil Co.

OBJECTIVES	CLASS ACTIVITIES	MATERIALS & REFERENCES
		Records
		American Bird Songs, Album 78 rpm
		Victor Bird Records, Nos. 35785 A and 35785 B
		Songs
		Hollis-Dann Second Yr. Music, American Bk. Co. N. Y.
		Coonley-Gayner Song Book A. Flanagan Co., Chicago

2. LIVING THINGS (ANIMALS)

Concepts	Development	Materials and References
1. To develop an interest in animals.	Look through story books and magazines for pictures of animals. Tell the children the story, "The Hare and the Tortoise", "Little Red Hen".	Look and Learn, pp. 3-11 Through the Year, Bk. 1, p. 29 Under the Sun and Around The Clock Lippincott Science Bks. The Basic Science Education Series.
2. To develop attitudes of kindness toward animals.	Discuss pictures of children and animals, read stories stressing animal care, love for animals. Discuss likenesses and differences of animals.	Rag's Day, Mrs. Silk, Primary - Helen Hoke Sunshine and Rain Primer, pp. 42, 49-51, 55-57 Along the Way Bk. 1, p. 116.
3. To extend the child's knowledge of animals.	Friezes and murals about animals and animal life can be made. Show film strips best suited to your location. Go for a walk. Observe animals seen on the trip.	Sunshine and Rain Primer, p. 88-90 Wonderworld of Science Bk. 2 Science Every Day Bk. 3, p. 105-110 Basic Science Education Series and their Young Primary
4. To show the differences in animals as to their homes, their young, their appearances, outer coverings, their habits, food and mode of travel.	This may be developed through stories, pictures, charts, films. Make a scrapbook of animals and their homes. Show the different kinds of animal homes and why each chose that type of home.	Useful Plants and Animals Primary Little Wonder Book What Animals Eat pp. 34-35 Science Every Day Gr. 3, p. 38-76

Concepts	Development	Materials and References
Also their uses to man.	Let children imitate the movement of animals to music. Sing songs about animals,	Films Pudge (A Cocker Spaniel) Care of Pets Fluffy the Kitten Seven Little Ducks Adventure of Bunny Rabbit Goats
Pets 1. Kind of pets; dogs, cats, birds, fish, rabbits, and ponies.		
2. Care of Pets	Have experience charts about children's pets for reading. Reading stories and poems about pets. Make up stories and poems. Stress care and feeding of pets. Bring out the fact of respect for other people's property as concerning the rights of pets. Collect pictures of pets. Color, draw, and make a bulletin board about pets.	
Some animals live on farms 1. Horses, cows, sheep, goats, pigs, chickens, and rabbits.	Visit a farm if possible. Make a farm unit. Children can bring many things from home for the unit if they have them, as stuffed and plastic animals. Show films and filmstrips about farm animals. Make a movie to show how animals work for us. Read stories about the farm and farm animals. Develop a vocabulary using words relating to the unit. Use these for spelling and language. Have an animal cracker party.	Little Lamb, Animal Babies, Margaret Bauer Adventures in Science with Judy and Joe, Bk. 2, p. 76. Flip and the Cows, Wesley Dennis Films and Filmstrips Animals of the Farm Dairy Farm Judy Learns About Milk Milk Pig Tales The Hare and the Tortoise

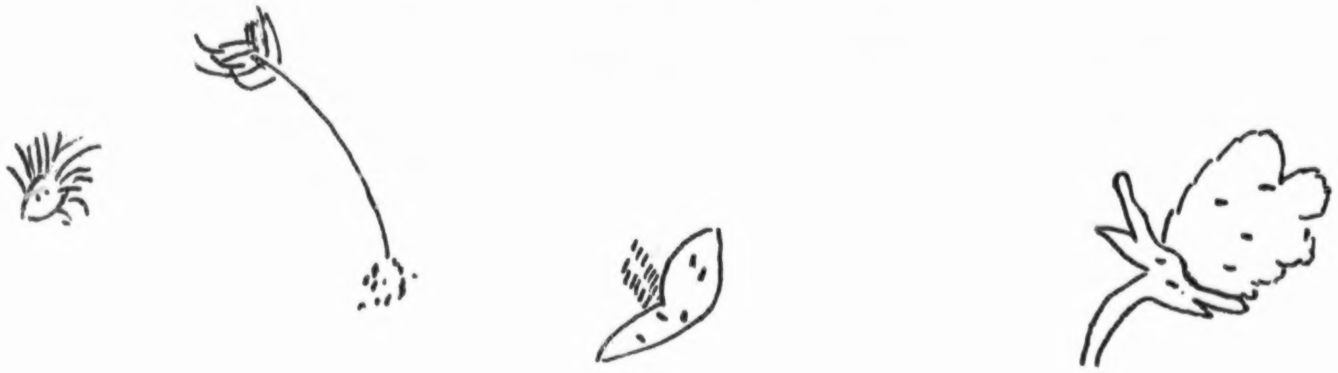
Concepts	Development	Materials and References
Some animals live in forests and mountains 1. Big horn sheep, black bear, squirrels, badger, skunk, elk, deer.	If possible show films and filmstrips of animal life in forests and parks. Again use stories and poems. Study differences of these animals and the domestic animal. Play the game, "Beast, Bird, or Fish."	Films & Filmstrips Spotty, Story of a Fawn Black Bear Twins Jungle Animals Songs "Butterflies, Our Songs, p. 33
Some animals live in water 1. Fish, tadpoles	Make an aquarium for use in schoolroom. Study fish as to their feeding and habits. Stock it with tadpoles and snails if possible.	"Little Brown Bug." Our Songs, p. 33 "The Little Red Hen." The Music Hour in the Kindergarten and First Grade, p. 37 Vandever, Lillian, The Rhythm Band Book, Dansville, N.Y. Owen Publishing Co., 1939.
Some animals live on land and in the water. 1. Beaver, turtle, snakes, frogs	Bring a turtle or frog to school for study. Make a bulletin board using title, "Water Animals We Know"	The First Bk. of Bugs Margaret Williams The Race, Clement Hurd. Frogs and Foods, Herbert Zim
Some animals live on the desert 1. Horned toad, lizard, jack rabbit, pocket gopher, pack rat, mule deer, ground squirrel, some snakes	Perhaps films and filmstrips and stories will be best for this study.	Desert Animals, Rita Basic Science Ed. Series Reptiles, pp. 13-15. Films and Filmstrips The Desert Parade
Some animals live in a zoo or are in the circus. 1. Bear, giraffe, lion, camel, elephant, tiger,	Visit a zoo if possible. Make a circus unit: use charts, pictures, bulletin boards, a tent, model animals out of clay, develop a vocabulary for spelling and languages. Read circus and zoo animal stories. Dramatize stories.	Jungle Animals, Frank Buck Come to the Zoo, Ruth Films & Filmstrips Animals of the Zoo Here Comes the Circus San Diego Zoo Records Carnival of the Animals, Saint Saens. Introduction and Royal March of the Lion, Hens and Cocks, Mules, Tortoises, Elephants, Kangaroos, Personages with Long Ears, Cuckoo in the Woods

3. UNIT ON SEEDS

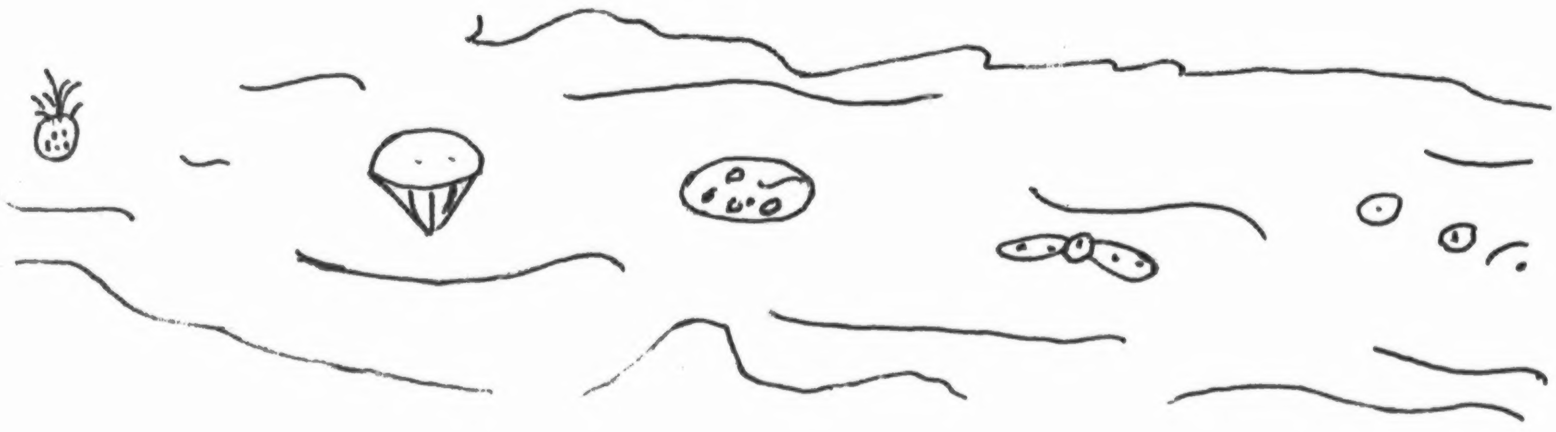
Objectives	Development	Materials & References
1. Many plants grow from seeds. Some seeds are very small and some large. 2. Seeds are found in different places in different plants. The cotton boll seeds have many uses to man.	1. Take a trip to a yard, garden, or park. Notice fruit tree seeds in fruit. Cut an orange or apple in half. Look for the seed. Also notice seeds of squash, sunflower, corn, watermelon.	Basic Science Education Series Fall is Here, Primary, pp. 18-19. We See, Pre-Primer, Science All About Us Bk. 1 pp. 70-88.
3. To find out how seeds travel. Seeds travel in different ways. a. Some seeds float through the air. (Dandelion Thistles, Goldenrod). b. Some have wings and glide away in the wind. (Pine, elm, and maple). c. Some seeds jump out of their pods like a little explosion. (Violet is one). d. Some seeds tumble. When the seeds of the tumbleweed are ripe, the whole plant breaks off near the root. The wind catches it it and it tumbles along scattering its seeds as it goes. e. Some seeds roll. Nuts are heavy seeds and may roll long distances. f. Some seeds hitchhike. The burdock and cocklebur have hooks and stick in the wool or hair of animals. In this way are carried. g. Birds and animals often carry seeds.	2. Have children observe open pods from grains, cotton, etc. Older children could find out the uses of cotton and how it helps man. Collect and mount seeds. Glue seeds on a big piece of cardboard. Put small seeds in cellophane envelopes. You can see through these. Make a seed bouquet out of seed pods. Shellac them. 3. Collect pictures of seeds. Make a seed scrapbook. 4. Talk about the advantages to the plant of having seeds scattered. 5. Notice how far seeds travel. Large illustrations to show how seeds travel may be made. Separate all the seeds in piles on a table according to the ways they travel. Label. 6. Try playing seeds; let the children show in movement to music how a seed moves in a light breeze, in a windstorm, in a rain.	Adventures in Science with Judy and Joe, Bk. 1, pp. 40, 42-43. Look and Learn. Bk. A, pp. 55-56, 59, 68. Along the Way, Bk. 1 pp. 45-46. Winter Comes and Goes, Bk. II, pp. 42-66. All Around Us, Bk. B. p. 72 Through the Year, Bk. 1, p. 71 Adventure in Science with Bob and Don, Bk. 2, p. 44 Basic Science Education Series Fall is Here, Primary, p. 11 All Around Us, Bk. B., pp. 76-77. Music "Beginning to Grow," p. 65 "The Little Red Hen," p. 37 The Music Hour in the Kindergarten and First Grade "How They Grow," Our Songs, p. 134 "Dandelion Seed." Bk. 2, p. 132 Dandelion, Bk. 2, p. 135 The American Singer, Wonderworld Readiness, pp. 96-99 Through the Year, Bk. 1, pp. 100-105 Look and Learn, Bk. A, pp. 53-56.

Objectives	Development	Materials & References
4. To teach that different seeds grow on different plants.	7. Make experience reading charts, make a movie, write stories, poems on "How Seeds Travel."	All About Us, Bk. B
	8. Do a great deal of observing on hikes. Children may be taught to watch for different things about seed travel in going to to and from school, etc.	
	9. Develop a vocabulary of these words and have these new words in spelling.	
	10. Find stories and pictures of birds and animals to show how they help seeds travel.	
	11. Put some soil in a glass dish. Put some seeds as corn, bean, into the soil. Keep the dish in the sun. Water it everyday. Watch it grow.	
	12. Make an eggshell garden. Plant your seeds in half an eggshell, put egg shells with seeds into an egg carton. You have an egg shell garden.	

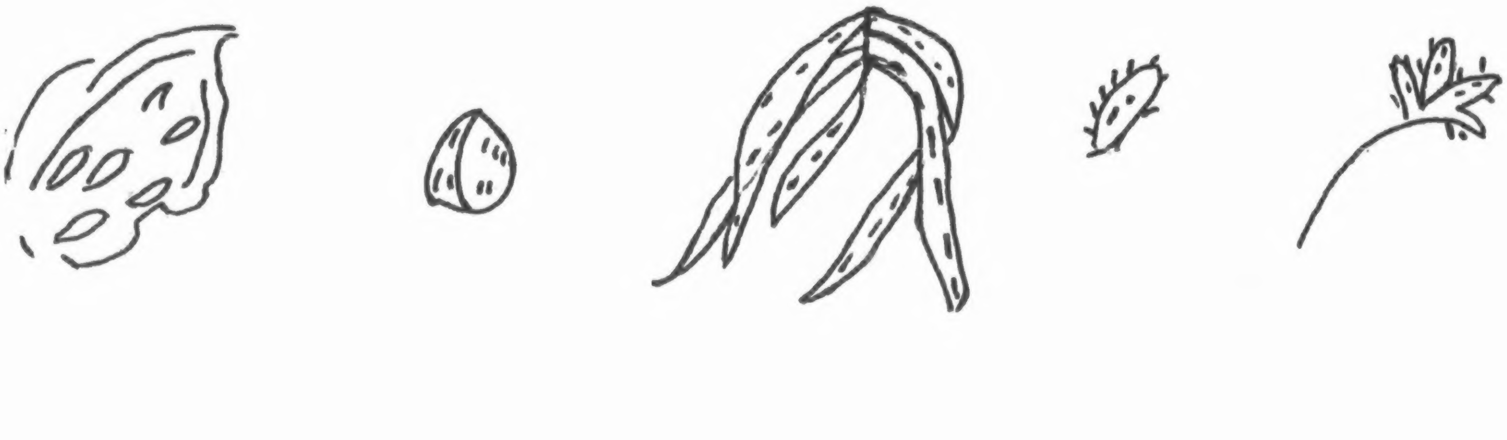
Funny, Funny Travelers



Some seeds travel through the air



Some travel by water



Others travel by land

4. Helpful Suggestions for Science

To Study Crickets

Take a large jar. Put an inch or two of sand in the bottom, fine screen across the top. Bend, tie screen securely. Feed crickets bread, apples, lettuce, and meat. Feed one or two of these daily. Keep the sand moist.

Ants

Get a quart glass fruit jar with a metal top. Put block of wood in the middle of it. Put some sand around it. Put a few small holes in the lid. Dig up enough ants and put into the jar. Put on the lid. Put a piece of heavy dark paper around the jar to make it dark. Keep it there when you are not watching.

Put some sugar or cracker crumbs on the top of the ant colony. Put a small, wet sponge in for the water they need.

Space Study (For older children)

Make a large mural with colored chalk showing a landing station on a planet of outer space, men of Mars and "us" in space suits. Find or draw pictures of space ships, pilots in space suits, observatories, and imaginary people of other planets. Papier-Mache models of brightly painted planets, with added glitter can be made and hung around the room for space atmosphere.

How Plants Move toward Sunlight

Plant nasturtiums or any broad leaved type of plant in a flower pot. Once the plants have formed leaves, label one side of the pot "A" and the other "B". Have pupils face side B toward sunlight. Water daily. At end of the week, have pupils notice the position of the leaves. Reverse the position and check again at the end of the week.

Patriotic Flowers for February

Use white carnations. Blue ink and red ink are used to produce the colors. Carefully split stem of each carnation into three equal sections. Each of the three split sections of the stem goes into a different bottle or jar. Let stand overnight. Colors, Red, White, and Blue. One section of the stem is placed in blue ink and water, another goes into plain water, and the third is put in the red ink and water. Dyes may be used. For St. Patrick's Day use green ink and water. Vegetable coloring may be used.

New Plants from Roots

Sweet Potatoes. Put a sweet potato in a glass jar and put enough water in the jar so the potato is half covered. Place in a sunny spot and keep it watered, so that the potato is always half covered.

Carrots. Cut tops from 6 or 7 carrots. Put in a bowl and pour about one inch of water in it. Green leaves will grow from the top.

A Lazy Man's Garden. This is a tiny hothouse which never needs watering. Use an aquarium, or a round glass bowl or jar, glass for a top, charcoal, sandy soil, pebbles, tiny plants, ferns, mosses, hepatica.

Put a layer of charcoal in the bottom of the bowl or jar, add the pebbles, then a layer of soil. Put the plants in the soil in an attractive manner. Water until the soil is moist, cover this with a piece of glass. When the water evaporates and hits the cold glass top, it condenses and forms little drops which fall back onto the soil. Here is a garden with indoor rain.

Hedges and Shrubs

Use natural sponges for shrubbery, cellulose sponges for hedges. Cut and shape the natural sponge into the rough shapes of bushes. Cut the cellulose sponge into 1/2 inch strips. Dye the sponges green by dipping into vegetable coloring or tempera paints mixed with water. Place the sponge on newspaper, without squeezing them too dry. Paste them in place on a village scene.

A Snowstorm

Fill a glass bowl with water, arrange little figures, metal or china figures in the bottom of the bowl. Add 3 teaspoons of crushed moth balls for snow. To make the snowstorm, put in 1 teaspoon of baking soda and 1 teaspoon of citric acid. If you cannot get citric acid, try 1 teaspoon of cream of tartar. You may also use vinegar, 1/2 cup, and 1/2 cup of water with 1 teaspoon of baking soda.

Blueprinting

Autumn leaves and small seeds make pretty blue prints. Get a piece of blueprint paper. Lay a leaf or seed on the paper. Put a piece of glass over the leaf to hold it in place. Place the paper in the sun. Keep it there until the paper looks blue. Then take it out of the sun, remove the glass and leaf. Wash the paper in cold water. Dry it with blotters. You should have a good picture. Blue print paper may be purchased at any blue printing company.

A Nature Study Corner

All the interesting things children find on the way to school and on vacations are deposited here.

In autumn, children may bring colored leaves. These should be varnished with clear varnish. When dry, they can be made into beautiful posters.

Collect and paint seed pods. String these.

Paint burs and grasses for winter bouquets.

Collect old bird nests.

Collect rocks and shells.

Make attractive charts.

Have an aquarium.

Books with stories about nature on a reading table.

Collect pictures to put on display.

5. Unit Concepts and Textbook References

Many concepts are developed with children through out their elementary schooling concerning science. This section presents some concepts that are covered in many elementary courses plus the text books which deal with those concepts.

Science concepts really have no grade level designations. If children are interested in science they grasp much at a very early age. It is hoped that this resource section on the areas of science that are close to migrant children can aid the teacher plan science experience with children to teach the correct concepts so vital in today's world.

A. Air, Atmosphere & Weather

Air cannot be seen, smelled, or tasted; it can be felt when it moves.

Wind is air in motion; it has force.

Rain and snow come from clouds; fog is very wet air.

Different seasons have different weather.

Some things float; some things do not. To float in air a substance must be lighter than air.

Air is all around; it is in soil and in water.

Water evaporates into the air.

Water in the air condenses and makes clouds, dew, rain, and snow.

Snowflakes are crystals of moisture.

Air takes up space and has weight.

Air exerts pressure.

Air expands when heated; contracts when cooled.

Air can do work.

Air contains oxygen and carbon dioxide which are important for life.

Heated air expands and rises.

Weather is a condition of the atmosphere.

Convection currents in a room provide ventilation; convection currents are the cold air replacing warm air.

Weather affects the surface of the earth.

Weather affects man's attempts to fly.

A thermometer measures heat; a barometer measures air pressure; a rain gauge measures rain and snow fall.

The tilt of the earth causes the seasons.

Water vapor condenses when cooled below dew point and forms clouds or some form of precipitation; snow, fog, rain, sleet, hail, or dew.

Wind carries moisture in the air and causes storms.

Troposphere, stratosphere, ionosphere are the three layers of air above the earth's solid surface. Each layer of atmosphere is different.

Air, Atmosphere & Weather

1. Understanding Science Series:

	Grade Level
I Wonder Why: 61-82; 107-109	1
Seeing Why: 86-88; 21-23, 108-110, 113-136	2
Learning Why: 51, 58, 106-107, 167; 14-15, 17-18, 168-171, 174-178	3
Explaining Why: 74-81, 217-235; 30-34, 40-42, 256-262	4
Discovering Why: 184-186; 122-126; 131-135; 153-159	5
Understanding Why: 90-117; 74-75; 213-216	6

2. Thurber's Series:

Book 1: 16, 40, 132	1
Book 2: 19, 33, 117, 159	2
Book 3: 4, 33, 47, 93	3
Book 4: 4, 35, 49, 113	4
Book 5: 93, 137, 179	5
Book 6: 53, 251	6

3. Heath Series:

Work & Play: 15-25, 60-73, 135-144; 145-148	1
Here & Now: 4, 113-120, 131-145	2
Far & Near: 23, 109-112; 163-164, 212-216	3
In Your Life: 93-101; 2-30, 146-153, 171-174	4
In Our World: 31-33; 12-16, 311-332	5
Today & Tomorrow: 318-322; 286-318	6

4. Science-Life Series:

Book 1: 14-21, 33, 86-90	1
Book 2: 46-67	2
Book 3: 49-52, 188-189, 230-239	3
Book 4: 211-243, 123-124, 63-71	4
Book 5: 231, 235	5
Book 6: 16-77	6

B. Electricity

Electricity makes light and heat and makes things go.

Metals carry electricity well; many other things do not.

Electricity moves through metal wires; it can be carried long distances.

Electricity can be stopped and started.

Electricity in our homes is dangerous to play with.

All things run by electricity must have two wires; it comes in one wire and goes out the other.

A dry cell battery makes electricity chemically.

Electricity is a form of energy; high voltage electricity has much energy.

Many objects can be given electrical charges by rubbing them.

Charged objects have electrical energy; they attract uncharged objects and other objects that have unlike charges.

Charged objects repel other objects with the same charge.

A spark results when an electric charge jumps through air.

Lightning is an electric spark; thunder results when the spark goes through the air.

Switches are used to make circuits and break them conveniently.

Electricity can heat wires very hot.

Electrical energy is transformed from other kinds of energy.

Electric current flowing around a piece of soft iron makes a temporary magnet.

Electric motors contain electromagnets.

Light bulbs contain wires that are poor conductors.

Electricity

		Grade Level
1.	Understanding Science Series:	
	Seeing Why: 164-169	2
	Learning Why: 11	3
	Explaining Why: 20-25, 236-251	4
	Discovering Why: 10-15, 87-116	5
	Understanding Why: 179-190	6
2.	Thurber's Series:	
	Book 2: 91	2
	Book 4: 113	4
	Book 5: 155	5
	Book 6: 181	6

3. Heath Series:

Here and Now: 128	2
Far and Near: 264-277	3
In Your Life: 246-260	4
In Our World: 269-303	5
Today and Tomorrow: 55-74, 88-92	6

4. Science-Life Series:

Book 2: 101-105	2
Book 3: 197-218, 230-233	3
Book 4: 244-262	4
Book 6: 304-310	6

5. Singer Science Series:

We Look and Listen: 44-45, 50-51, 58-63	1
Seeing New Things: 167-177, 217-219	2
Finding Answers: 168-171	3
Discoveries: 232-247	4
Experiments: 245-256	5
Problems: 270-289	6

C. Heat

Heat is a form of energy.

Heat can be measured by a thermometer.

a. The red line in a thermometer gets longer as the air gets warmer; shorter as it gets colder.

A thermometer is read in degrees.

A thermometer has many uses.

Things become warmer in sunlight than in shade.

The sun is the chief source of heat energy; other sources are fire, electricity, and friction.

The temperature of air outdoors is variable; air indoors is more constant.

Heat evaporates water.

Heat can change the state of water from a solid to a liquid to a gas.

Resistance to electric current produces heat.

Heat travels by convection currents.

Heat travels through some solids.

Heat affects, solids, liquids, and gases.

Freezing water and melting ice have a constant temperature.

Various kinds of fuels produce heat: wood, coal, oil, coke, charcoal, and gas.

Heat can be helpful or harmful.

Heat travels by radiation.

The direction of heat waves can be changed by reflection.

Heat

	Grade Level
1. Understanding Science Series:	
2. Thurber's Series:	
Book 1: 40	
Book 2: 33, 91, 159	
Book 3: 4, 47	
Book 4: 35, 81	
Book 5: 93, 179, 25, 71, 137, 155	
Book 6: 53, 105, 225, 251	
3. Heath Series:	
Here & Now: 109-110	2
Far & Near: 7-10	3
In Our World: 60-64	5
4. Science-Life Series:	
Book 4: 7, 29, 136, 145, 64-67	4
Book 6: 23-24, 36-37	6
5. Singer Science Series:	
We Ask: 12-14	P
We Look and Listen: 36-39	1
Seeing New Things: 51-55, 61-64, 104, 105	2
Finding Answers: 132-134, 149-150	3
Experiments: 226-244	5
Problems: 243-256	6

D. Light

White light can be broken into rainbow colors.

The colors of sunlight are sometimes separated when the light goes through water (rain) glass, oil, soap bubbles, etc.

Sunlight contains the 7 colors of the spectrum.

There could be no sight without light.

There could be no color without light; white is a combination of all colors.

Many things reflect light of only one color, or a mixture of a few colors.

Sunlight contains light that our eyes cannot see.

Light is a form of energy; it can be measured; the unit of measurement is the foot-candle.

Light is made in different ways.

Light travels in straight lines.

Light may be reflected, absorbed, or it may pass through an object.

Mirrors and water reflect light; smooth and shiny objects reflect light.

Light can be reflected several times.

We use mirrors to see things that are out of range of vision.

A hand lens makes things look larger.

Sunlight heats dark objects more than light objects.

A hand lens bends light and can project an image on a screen.

A hand lens can make distant things look smaller and upside down.

Light surfaces reflect more than dark surfaces.

Sunlight provides heat.

Several heavenly bodies reflect sunlight.

Very hot objects give off light.

Light may be dim or bright.

Inclined rays do not heat as much as direct rays.

Magnifying lens are thicker at the center than around the edges.

The curvature of a lens determines its focus.

Magnifying lens are used in many devices that produce images.

Most of the earth's heat comes from the sun.

Light

	Grade Level
1. Understanding Science Series:	
I Wonder Why: 83-94	1
Seeing Why: 171-182	2
Learning Why: 11-13	3
Explaining Why: 7-12, 20-21, 24-25, 172-174	4
Discovering Why: 55-76	5
Understanding Why: 161, 323-326, 359-363	6
2. Thurber's Series:	
Book 1: 54, 146	1
Book 2: 4, 19, 77, 91, 103	2
Book 3: 4	3
Book 4: 173	4
Book 5: 35, 137, 155, 179	5
Book 6: 81, 251	6
3. Heath Series:	
Work and Play: 26-29, 78-80, 85-88	1
Today and Tomorrow: 24-38, 81-87, 134, 353	6
4. Science-Life Series:	
Book 2: 66	2
Book 3: 116-120, 125, 138-139	3
Book 5: 12, 155	5
5. Singer Science Series:	
We Ask: 18-24, 75-77	P
We Look and Listen: 46, 55	1
Finding Answers: 98-100	3
Discoveries: 254-260	4
Experiments: 165-182	5
Problems: 257-269	6

E. Machines

Machines are nonliving things that do work.

Machines can be used for amusements.

Machines use some form of energy.

Machines make work easier and save time.

Modern transportation depends on complex machines.

All machines that are in use today are combinations of a few simple machines.

Man's first machines were tools and weapons.

Levers, inclined planes, and wheels are useful machines; so are screws, wedges, gears, and pulleys.

Machines work against gravity.

Man has been able to partially overcome gravity.

The energy obtained from atomic fuels enables man to develop new and more efficient machines.

It is easier to move things on wheels and rollers than to slide them.

Ball bearings help wheels turn more easily.

Oil and grease keep bearings from wearing so fast and make it easier to turn the bearings.

Ramps make it easy to go up and down.

It takes energy to move things.

Energy can be stored in springs and rubber.

Falling water has energy.

Gasoline has energy stored in it.

Moving things have energy.

The energy of moving things depends upon their speed.

Moving objects need space in which to stop.

The greater the energy of a moving body, the greater the distance that is needed for it to stop.

A knowledge of stopping distances helps us to be safe.

When two things rub, there is friction.

Friction warms things.

Friction tends to stop moving objects.

Lessening friction makes things move more easily.

Machines

		Grade Level
1.	Understanding Science Series:	
	I Wonder Why: 114-119	1
	Seeing Why: 148-170	2

	Grade Level
Learning Why: 7-8, 80-83, 179-181	3
Explaining Why: 28, 252, 266	4
Discovering Why: 245-284	5
Understanding Why: 31-37, 133-248	6
2. Thurber's Series	
3. Heath Series:	
Work and Play: 8-10, 74-76	1
Here and Now: 19-26	2
Far and Near: 244-261	3
In Your Life: 77-89, 247-250, 258-265	4
In Our World: 213-237	5
Today and Tomorrow: 329-357	6
4. Science-Life Series:	
Book 3: 12, 210-215, 220-233, 243	3
Book 4: 23-33	4
Book 5: 245, 253, 278-310	5
Book 6: 29-40, 155, 206-207, 229, 286-297	6
5. Singer Science Series :	
We Ask: 17	P
Look and Listen: 43-52, 58-59, 119-123	1
Seeing New Things: 9, 65, 217-220	2
Finding Answers: 210-215, 244-246	3

F. Magnets

Magnets pull anything made of iron.

Magnets do not attract many things.

Magnets are not alive.

Magnets are useful.

Magnets have different shapes.

Magnets can make some other objects into magnets.

Magnets can work through some other materials.

Magnets usually have 2 poles.

The magnetic forces are strongest at the poles.

There are two kinds of poles; a magnet has one of each.

Like poles push each other; unlike poles attract each other.

A freely-swinging magnet comes to rest in a North-South position.

A compass contains a freely-swinging magnet.

Magnetism is a form of energy.

Magnets

		Grade Level
1.	Understanding Science Series:	
	I Wonder Why: 120-122	1
	Seeing Why: 164, 169	2
	Learning Why: 31, 149	3
	Discovering Why: 10-14, 77-86, 94-98	5
	Understanding Why: 340	6
2.	Thurber's Series:	
	Book 1: 68	1
	Book 2: 117	2
	Book 3: 129	3
3.	Heath Series:	
	Here and Now: 151-162	2
4.	Science-Life Series	
	Book 1: 36-37	1
	Book 2: 92-95	2
	Book 3: 205-209	3
5.	Singer Science Series:	
	We Look and Listen: 22-25	1
	Seeing New Things: 119-125	2
	Finding Answers: 120-124	3

G. Sound

Sounds can be directed.

Sounds can be reflected.

Sound travels through air, string, wood.

Sound needs time to travel; it can travel a long way.

Thunder is produced by lightning.

Sounds are caused by vibrations.

Sounds differ in pitch; each different pitch is called a note.

Pitch depends upon rapidity of vibrations.

The pitch of vibrating objects changes with their dimensions.

Vibrating objects make the air vibrate.

Most sounds we hear are carried by air.

Sounds can help us.

Things can be heard that can not be seen.

Sounds cannot be heard unless something vibrates and the vibrations travel to the ear.

Sound vibrations travel in all directions.

Sound has to have conductors to travel on.

Vocal chords stretched across the larynx vibrate to produce speech sounds.

Sound is a form of energy.

The ear is a complicated organ which transforms sound vibrations into nerve impulses.

Not all sound waves can be heard.

Some materials are better conductors of sound waves than others.

Some devices produce a sound which we call music (types of instruments).

Sound

	Grade Level
1. Understanding Science Series:	
Seeing Why: 183-187	2
Learning Why: 35	3
Explaining Why: 241	4
Discovering Why: 3-4, 40-53	5
Understanding Why: 179-199	6
2. Thurber's Series:	
Book 3: 33, 159	3
Book 6: 131	6
3. Heath Series:	
Today and Tomorrow: 4-9	6
4. Science-Life Series:	
Book 1: 60-61, 72	1
Book 3: 129-139	3
Book 6: 80-112	6

5. Singer Science Series:

	Grade Level
We Ask: 75, 78	P
We Look and Listen: 47, 56-57	1
Seeing New Things: 200-201	2
Finding Answers: 151-153	3
Discoveries: 248-253	4
Experiments: 183-192	5
Problems: 120-130	6

H. The Earth and the Universe

The earth is round and very large.

The hard part of the earth is rock.

Some rocks are harder than others; they are different in color.

Broken up rock makes sand and soil.

Water (in rivers, lakes, seas) is an important part of the earth.

The earth is as a solid sphere made of rock, soil, water, and air.

Gravity is the force which holds everything to the earth.

Things fall and things roll or slide down a slope because of gravity.

We use gravity in many ways; but gravity can also harm us.

The earth may pull with different force on different things.

We measure earth's pull with scales.

If the earth pulls equally on each side of an object, the object is in balance.

If the earth pulls unequally on opposite sides of an object the object is out of balance.

The earth's surface is being continually changed by water, wind, frost, the sun's heat, earthquakes, volcanoes, and glaciers.

The different kinds of rock, their position, and the way they are worn tell the earth's history.

Fossils are the prints of ancient animals or plants in rock.

Rocks are made of minerals.

Minerals are elements and compounds that are found in the earth; they include industrial metals, precious metals, fuels, gems, and rare earths.

Minerals are identified according to their color, hardness, and chemical reaction.

Scientists studied the earth during the International Geophysical Year; oceanography, gravity, geomagnetism, glaciology, geology, and meteorology.

The sun, the moon, the stars, and clouds are objects in the sky.

The sun appears to rise in the east and set in the west because of the earth's rotation.

The earth turns from west to east.

Groups of stars seem to make pictures and have names; stars seem to move in the sky.

The sun is the largest object in the day sky; sunlight is the brightest light we know.

The sun is a star; a ball of hot gases.

Stars vary in size, brightness, and distance from the earth.

The earth travels around the sun; it makes one revolution every year (365) days.

The earth spins on its axis; it makes one rotation every 24 hours.

The moon revolves around the earth once every 28 days (month).

The moon is nearer the earth than any other object in the sky.

The changes we see in the lighted part of the moon are caused by its changing position relative to the earth and sun as it revolves.

The diameter of the moon is about 1/4 that of the earth.

Planets, meteors, comets, and other smaller bodies move around the sun.

There are 9 known planets in the sun's family; one is the earth.

Planets shine by reflected light (from the sun).

Some planets have satellites; the earth has one moon.

The rotation and revolution of the earth cause night, day, and the seasons.

The universe is our solar system and galaxies of stars and nebulae beyond our solar system.

Telescopes, radio telescopes, space cameras, rockets, and satellites are used for studying space.

Stars appear to be in clusters or groups; constellations appear fixed in relation to each other, although all heavenly bodies are moving through space.

During the 1957-58 International Geophysical Year, scientists studied sunspots, meteors, and micrometeorites.

The Earth and the Universe

	Grade Level
1. Understanding Science Series:	
I Wonder Why: 95-106, 83-94	1
Seeing Why: 126-127, 137-141	2
Learning Why: 125-128, 140-141; 140, 143	3
Explaining Why: 111-113, 161-166, 168-185; 192-193, 195-215	4
Discovering Why: 140-141, 181-186, 285-302; 33	5
Understanding Why: 217-239, 284-291; 83-87	6
2. Thurber's Series:	
Book 1: 16, 110, 132; 16, 40, 132, 146	1
Book 2: 33, 49, 159, 19, 49, 103, 145	2
Book 3: 4, 19, 75, 93, 113, 129, 145; 4, 93, 129	3
Book 4: 35, 49, 97, 185, 4, 81, 173	4
Book 5: 4, 49, 179, 137, 179, 199	5
Book 6: 27, 53, 251, 159, 277; 53	6
3. Heath Series:	
Work and Play: 11-20, 138-144	1
Here and Now: 46-48; 1-14	2
Far and Near: 2-20, 41-55, 105, 124-125; 230-240	3
In Your Life: 167-168, 198-211; 231-238, 270-287, 291-300	4
In Our World: 162-178, 184-190, 194-209; 4-9, 17-32	5
Today and Tomorrow: 213-234; 25, 135, 247-252, 257-282, 337	6
4. Science-Life Series:	
Book 3: 159-195	3
Book 4: 191-197; 214; 74-109	4
Book 5: 92-101, 218-276; 102-104, 305-310	5
Book 6: 16-77; 202-236	6
5. Singer Science Series:	
We Wonder: 4-5, 9, 14-15	PP
We Ask: 6-29	P
We Look and Listen: 120-125, 64-70, 48	1
Seeing New Things: 7-19, 22-37, 43-44, 69-71, 96-98 113-117, 146-152, 179-181	2
Finding Answers: 7-90, 101-118, 201-209	3
Discoveries: 7-80, 272-277	4
Experiments: 7-92	5
Problems: 103-119, 185-209, 290-339	6

I. Series Tabulated

1. **Understanding Science Series:**

I Wonder Why: (1)
Seeing Why (2)
Learning Why (3)
Explaining Why (4)
Discovering Why (5)
Understanding Why (6)
John C. Winston Co., Philadelphia 1957

Thomas I. Dowling
Kenneth Freeman
Nan Lacy
James S. Tippett

2. **Thurber's Series:**

Exploring Science (Books 1-6)
Allyn & Bacon, Inc. 1957

Walter A. Thurber

3. **Heath Series:**

Science for Work and Play (1)
Science for Here & Now (2)
Science Far & Near (3)
Science In Your Life (4)
Science In Our World (5)
Science for Today & Tomorrow (6)
D. C. Heath & Co., Boston 1959

Herman & Nina Schneider

4. **Science-Life Series:**

A Unified Program in Science, Health & Safety
The Macmillan Co., N. Y. 1959

J. Darrell Barnard
Celia Stendler
Benjamin Spock, M.D.
Mary W. Moffitt
J. Myron Atkin
Eleanor Delaney
George Reynolds
Margaret Braidford

5. **Singer Science Series:**

We Wonder (PP)
We Ask (P)
We Look and Listen (1)
Seeing New Things (2)
Finding Answers (3)
Exploring Together (4)
Doing Experiments (5)
Solving Problems (6)
The L. W. Singer Company, Inc., Syracuse, N. Y. 1956

George Willard Frasier
Helen Doman MacCracken
Donald Gilmore Decker

Other Series

1. **Science Today Tomorrow Series:**	Gerald S. Craig	& Bernice C. Bryan
Science and You (PP)	"	"
Science Near You (1)	"	"
Science Around You (2)	"	& Etheleen Daniel
Science Everywhere (3)	Gerald S. Craig	& Marguerite W. Lembach
Discovery With Science (4)	"	& "
Adventuring In Science (5)	"	& "
Ginn & Co.	1958	

2. **Science for Modern Living Series:**	
Science Along the Way	Victor C. Smith & Katherine Clarke
Science Under the Sun	(In consultation with W. R. Teeters)
Science Around the Clock	
Science Across the Land	
Science Through the Seasons	(Workbooks)
Science Beneath the Skies	
J. B. Lippincott, Co., Chicago	1956

3. **Scott, Foresman Series:**	
All Around Us (1)	Wilbur L. Beauchamp
How Do We Know? (2)	Gertrude Compton
Look and Learn (3)	William S. Gray
Discovering Our World, I (4)	Mary Melrose Williams
Discovering Our World, II (5)	Glenn O. Blough
Discovering Our World, III (6)	
Scott, Foresman & Co., Chicago	1956

4. **Wonderworld Series:**	
The Wonderworld of Science	(Readiness & Books 1-6)
	George Stone
Charles Scribner's Sons, N.Y. 1948	Doris Noble
	Warren Knox
	Morris Meister
	Dorothy Wheatley

CAPITALIZING ON THE TRAVEL EXPERIENCES OF MIGRANTS

We should develop in the migrant child the understanding that he may choose the place he wants to live. Because he has traveled from state to state, his travel experiences are broader than those of many other children. We should impress upon him the importance of the parts of the country in which he travels. With such knowledge he will be more able to choose intelligently the place he wants to live and the work he wants to do.

Special Unit Plan

(Grade Four Level)

1. Specific Objectives:

   A. To develop in him an understanding of his ability to select his place in residence and his occupation.

   B. To broaden understanding of his travel experiences.

   C. To acquire a knowledge about people, products, industries, living conditions, and geography.

   D. To develop an understanding and appreciation for the advantages that are his.

2. Materials:

   A. Maps

   B. Films

   C. Pictures

   D. Text Books

   E. Encyclopedias

   F. Reference Books

3. Introduction of Unit:

   Arouse interest by making a school house of construction paper. Each child will select a color and make construction paper automobile. On car print child's name. Place school house at left of bulletin board and map of the United States at the right. As children finish cars ask "How would you like to find out where you were living?" We can look on the map and find out. "Jose, you just moved here. Can you tell us where you are living?" Jose knows he came from Brownsville, Texas. Print this on car below child's name. With help he locates this point on the map. Use map pin to show location of Brownsville. Use pin to fasten Jose's car near school house. Run string from Jose's car pin to Brownsville, Texas pin. The name and address of local school should be printed on and above school house. Use large pin or star to point out this place on United States map. Follow the above procedure for each child. Then draw each child into the discussion by having him tell what his family does for a living. Talk about the different kinds of work our neighbors or other people do for a living. Stimulate them to ask questions that they really want to know about their own and other people's work.

A. Geographical Divisions of Colorado

1. Arkansas Valley

   a. Geographical location.

   Use pictorial maps. Let pupils find where they have been living. Show the State of Colorado. Also, show topography of area with hills, mountains, valleys, and the rivers. Pupils can find the rivers they have crossed and places they have seen.

   b. History

   Read stories of early Colorado to motivate interest.

   c. Climate

   Discuss hot, dry summers and cold winters. And why the need for irrigation. Explain that irrigation is stored water. Show on map rivers formed from rain and melted snow.

   d. Crops

   Read about the crops that require hand labor. Also, about other crops. Beets, onions, beans, melons, tomatoes, can be listed under topic of stoop labor. Alfalfa, alfalfa seed, and grains can be listed to help show pupils other crops as a means of making a living.

   e. Industries

   Explain that there are other ways than agriculture for making a living. People work in various industries such as sugar, pickle, and tomato factories, in manufacturing of small machinery for cleaning of seeds, and several other products.

2. San Luis Valley

3. Colorado River Valley

4. Valley of the South Platte River

B. Comparison of Areas

By means of thorough discussion, written work such as short sentence stories, building product maps and booklets, for example, Work I Like Best. Also, take one crop and write about it from planting until finally eaten.

4. Extra Activities

   A. Field trips.

   B. Bring hot plate and make beet sugar candy.

   C. Illustrate method of irrigation by making a model. Fill a shallow tray half full with a mixture of salt, flour, and water to the consistency of putty. Add brown coloring to heighten realism. Make furrow with fingers and insert short twigs in rows. Allow this to harden and then ditches may be filled with water.

   D. Make a mural showing a crop cycle.

   E. Construct a diorama illustrating geographical aspects of area.

   F. Make salt maps depicting hills, mountains, valleys, and rivers.

   G. Dramatize various ways of making a living outside the migrant stream.

   H. As a culminating activity invite parents to see children summarize learnings. By means of exhibits, they can show comparative studies made during the unit.

5. Outcomes

   A. Better understanding of agricultural practices.

   B. Realization that farm jobs can lead to more desirable jobs.

   C. Travel is an educational experience.

   D. An improvement in ability to choose a desirable occupation.

6. Conclusion

   By observing the work and lives of people outside the migrant stream, the migrant, with our guidance, can develop an appreciation for the advantages of a permanent way of living. He may then be educated to realize that in order to be a part of this society, he must give as well as take. He must be made to see his duties and obligations.

   Note: Very good maps may be obtained from your State Department of Agriculture.

A NEED FOR ARTS AND CRAFTS

Arts and crafts when carefully planned are often times the chief incentive for migrant children to come to school. These activities establish a feeling of belonging, of creating, of being able to make things by themselves. Such feelings are very important to these children.

One of the factors that makes a nation great and self-reliant is the power of doing things for itself. In this machine age there is need for opportunities of creative expression. The creative instinct is a powerful force and every effort should be made to divert it into constructive channels. Handicraft is one of those channels.

Handicraft is not one subject or phase of accomplishment. It is a vast network of interrelated trails that lead into every subject in the curriculum. For instance, a peepshow can be made for a lesson in history, arithmetic, language, social studies, etc. You are practicing arithmetic when you cut paper into equal parts. If the teacher consciously plans for this to be an arithmetic lesson, the thing of most importance is the language that is developed with a project. Everyone may become so interested in his work that he is not self-conscious about his own language inadequacies. Arts and crafts develop social awareness, the need to share, respect for others and self, muscular control and the communication skills.

Handicraft has healing powers. By its magic, it can transport one from a troubled world to a new realm of enchantment where Nature heals in her own subtle ways. It may even enter into their economic life, for new handicraft skills have opened new doors of earning power and have created marketable skills.

It is our hope that this collection of simple crafts may at least arouse imagination for a wider exploration in this vast field of endeavor. No expensive materials are required in the following suggested activities.

For Primary Children

Vases

Use jars, pretty rocks, paste, tempera paints, shellac. Paste stones over jar. Paint with tempera paints, then shellac.

Tall seed jewelry

Use seeds, string, tempera paints. String seeds and paint with tempera. Use for necklaces and bracelets.

Macaroni jewelry

Same method using different kinds of macaroni.

Rock painting

Large rock and paint designs using tempera paints. When the paint is dry shellac it. These are used for door stops, or paper weights.

Chalk Stencils

Use childrens' hands. Stencils, chalks, tissue paper, paper. Place stencil on paper. Fasten securely. A series of chalk strokes are started on stencil and are run off onto surface of the paper. Positive and negative stencils may be used separately or in a combination with each other.

Toothpick ornaments

Small rubber ball, cork, or a ball of clay, toothpicks. Powdered glitter-paste. Toothpicks are stuck to center of ball, cork, or clay. Toothpicks should be placed close together to make attractive ornaments. Dip ornament into liquid starch, spray with Christmas glitter. Attach string, wire, or a bobbie pin for hanging on tree.

Paper punch pictures

Bits left from paper punch, pin, paste, sheet of background paper for contrasting color. Draw a simple outline of a picture or design on background paper. Pick up bits of paper with a pin. Dip them into paste and apply them to background, making design.

Murals

Colored chalks, paper. Make large mural using colored chalks.

Tempera murals

Make mural using tempera and brushes.

Crayon murals

Use crayons on paper.

Mobiles

(Either patriotic, Christmas, or for some other special occasions.) Cut out of construction paper different objects to fit the occasion (for February birthday you may use hatchet, stars, flags, etc.). Hang with string and attach to hanger covered with aluminum foil. The mobile may become more and more complex as additional objects are suspended from each other in such a way as to create balance and ease of movement.

Paper bag masks

Use paper bags large enough to fit over child's head. Locate and cut openings for eyes. Decorate mask using construction paper, glue, paint, yarn, string, bits of cloth, etc.

Scribble drawing

On white construction paper use a colored crayola and draw different lines and circles. Using different colors fill in spaces making designs.

Primary Grades

Papier-Mache

Newspaper, scissors, wallpaper paste, tempera paint, wire. Cut newspaper into small bits and mix with powdered wallpaper paste. Soak well over night.

For balls

Make a wad of dry paper towel, cover with papier-mache mixture. Form in shape of a ball. Allow to dry, and paint with tempera paints.

Christmas tree ornaments

Use same method as for balls inserting wire for hanger. Let dry and paint with tempera paints. Sprinkle sequins or Christmas glitter using Elmer's glue. Toys or fruit may be made using same method. Papier-mache over inflated balloons will create interesting objects.

Umbrellas

Use cork, tooth picks, ribbon. Place tooth picks around cork. Interlace ribbon to form umbrella. For handle place another tooth pick.

Turkey

Use cork for body, tooth picks for tail, pipe cleaners for legs, and construction paper for head of turkey. Color head, eyes, etc., with crayolas.

Guitar

Paint cigar box. Cut oval opening in center. With scraps of wood make handle of guitar. Attach strings.

Christmas wreaths

Shape coat hanger into a circle. Cover with newspapers. Cover newspapers with aluminum foil. Decorate with Christmas bells, holly, ribbon, etc.

Finger painting

Use liquid starch, and powdered tempera, finger paint paper. Spread liquid starch, and powdered tempera on paper. Work up paint using hands. Work into different designs. These finger paintings may be used to cover oatmeal boxes, or large tin cans. Then they are shellacked and used for waste paper baskets.

For murals

Cut out different colors of finger paintings and use strings and pieces of material to form pictures.

Oatmeal or Milk Carton projects

Make drum out of oatmeal carton painting surface with tempera paints. For ends use old inner tubes, tie with string or wire.

For toys use milk cartons covered with construction paper. Use buttons for wheels, use small sticks for axles.

Simplified Work Book
Taken from We Think & Do (2.2)
Scott, Foresman & Co.

For Older Children

1. Pictures any child can make
   Cut circles, triangles, and rectangles from different colored papers. Arrange these shapes to make different pictures. Then paste them in position on a piece of heavy cardboard.

2. Peep Show
   A peep show is a miniature stage setting inside a box. The scene is viewed by one person at a time through a pair of peep holes. In order to let the one-person-audience see the show, there must be an opening through which light can fall upon the stage setting. To add beauty to the scene make a color wheel, attach to the box so that it may be rotated over the light hole. Line the inside of the box with paper, the color of which is appropriate for the scene. Use toy dolls and animals to represent characters, or small pictures of animals and persons cut from magazines and mounted upon cardboard bases. Scenes from other lands,

from favorite stories, or from history make excellent stage settings for peep shows.

3. Cork Bracelet
Cut all the corks in half. Use a greased knife blade to do this. (It makes the cutting easier.) Then thread the cork sections on gaily colored string. Use 2 (two) threaded needles, Pass each one through a cork before adding a second cork to the string. Tie the ends of the two strings together in a pretty knot.

4. Cardboard Jewelry
Cut diamond-shaped figures from pieces of colored construction paper. Double and paste over a string or yarn. Tie to form a necklace. Cut cardboard in the shape of squares, rectangles, etc. Lace together with yarn or string. Holes can be made with a paper punch or darning needles.

5. Spool Toys
It is easy to make a clown doll and a dog from spools, wire and beads. Always knot a wire at the ends to prevent the toys from falling apart. Paint, varnish, or shellac the spools.

6. Jig-Saw Puzzle
From a magazine cut out a pretty picture. Paste it on a piece of cardboard. When dry, use a pencil and a ruler to mark the picture into odd shapes. Draw these lines very lightly. Then with the ruler laid along these lines, go over them with a single-edged razor or a knife until you have cut through the cardboard. Put the pieces into a box.

7. A Wall Pocket
You need 2 paper plates. Cut one plate in half. Face the hollow parts of the plates toward each other. Mark places to punch holes for paper fasteners. Punch 2 small holes for a cord by which to hang this handy pocket on the wall.
You may lace the plates together with bright colored yarn, string, or cord. Also you may decorate the plates of the wall pocket by covering them with crepe paper, shellac cloth, pictures from magazines, envelope linings, or household wax. Putting a coat of wax over all the decorated surfaces makes it easier to clean the wall pocket with a moistened cloth.

8. Paper Plate Picture Frames
Select a round or a square paper plate. Paste a picture in the center of it. Cut a square or a circle of colored paper to fit around the picture. Paste in place and attach a hanger.

9. Match-Box Dresser
Select 6 match boxes. Stack 3 of them on top of each other. Glue them in place. Do the same for the other 3.
Push the little drawers out. Make a small hole in the front of each through which to pass a two-pronged paper fastener. Bend back the prongs to make the tops serve as knobs for the drawers. Paste a piece of cardboard across the 2 tiers of piled boxes to make a desk top. Cut a piece of blotter to fit. Paste in place. Decorate. This desk may serve as a container for stamps, clips, pins, etc.

10. To Make Yarn Dolls
Cut a pierce of cardboard to measure 4 inches by 6 inches. Wind yarn lengthwise around the cardboard 26 times, beginning at the bottom of the cardboard. Tie the yarn at the top and cut along the bottom. Then tie again 1 inch from the top. This will form the head of the doll.

Now separate 4 strands on each side for the arms. Tie and cut the ends to make the arms. Measure down 3 inches from the top and tie as you did for the head. This will make the waist. Trim the ends to make the bottom of the skirt even. If you wish to make a boy doll separate the yarn below the waist line into two parts. Tie the strands of each part together for legs. Sew eyes, ears, and mouth with black or white yarn.

11. Paper Sculpture
Build simple animal forms with strip and tubular shapes of paper.

12. Papier-Mache Pottery
Papier Mache is used for producing many bowls, plates and pottery forms. Double curve pottery forms in papier mache may be made over actual pottery forms by separating parts, then welding the 2 parts together with glue.

13. Cardboard Box Craft
Many humorous and interesting box toys are made by combining boxes and adding cardboard details.

14. Macaroni Art
Beautiful flowers or pictures can be formed with different shapes of macaroni pasted on a cardboard and colored with different colors of tempera paint.

15. Crayon on Cloth
Materials. Cloth which has been thoroughly washed to remove all traces of sizing, wax crayons, hot iron, and newspapers.

Method. Apply the color directly onto the cloth using the crayon heavily. Fix the design by placing your fabric between newspapers and going over it with a hot iron. Cool water and a mild soap will not destroy the design.

16. Pipe Cleaner Figures
Materials. Pipe cleaners (white or colored) cutting tool to cut pipe cleaners to desired lengths.

Method. A simple stick figure can be created by bending and twisting pipe cleaners. Form and thickness may be added by winding pipe cleaners around the original stick figure.

17. Salt and Flour Ceramics
Materials. Salt and flour recipe, 2/3 cup fine salt, 1/2 cup water, 1/2 cup of flour, 2 or 3 drops of food coloring. Pour the salt into a bowl after it has been heated until it "snaps". Add the flour, then the water and mix. Knead until it does not stick. More flour or water may be added if necessary. Tempera paint, brush, and shellac.

Method. Pinchpots, jewelry, animals, figures can be modeled from the mixture. Allow the pieces to harden. May be painted and/or shellacked.

18. Cloth Applique
Pictures made from cloth can be used to decorate gift boxes, luncheon sets, book covers, knitting boxes, sewing bags, etc.

19. Crayon Batik
Draw a design upon a piece of cloth. Select a design that is composed of solid areas to be filled with crayons. A bowl of gay-colored flowers makes an excellent design. Fill in design with crayons. Use them heavily.

Cover the remainder of picture with black water color paint. Use plenty of paint on the brush. Put aside to dry. When completely dry, your picture will have a solid background out of which shine many beautiful colors.

20. Tied-Dye
Select a favorite color, then prepare the dye according to the directions on the package. Use a square piece of an old sheet for your first experiment. Plan the design. Gather the fold at the desired points. Wrap string tightly about the folds, tie the string in a bow so that it may be removed easily after the dyeing. Immerse the tied cloth in the dye, Rinse, untie, dry, press.

21. Button Pictures
Button pictures are made by pasting, tying, or sewing buttons onto a piece of heavy paper and adding a few ink lines and bits of colored paper to complete the picture.

Different sizes and colors are used for different pictures or figures.

22. A Silhouette Portrait
Obtain a sheet of white paper. Fasten it on a flat wall. Then seat your model near it, and in a position that will permit you to get a good side view of his face. Now place an electric light, or slide projector, without a shade, in such a manner that it will throw a shadow of your model upon the paper. Then with a pencil draw around the outline of the shadow. Cut out the outline. Place the silhouette on black paper. Trace around it and cut out. Then mount on a sheet of white paper.

23. Personality Pillows
Scraps of burlap, corduroy, felt, wool, or oilcloth are brought by the children. Each child should have two pieces of matching, or contrasted, material about a foot square or larger. On a piece of paper of the same size plan a comic face which will fit. Fold the paper down the middle, spread it open and use this fold for the center of the face. From small pieces of contrasting material cut a solid shape for the mouth, which in the case of a clown would be huge. Cut simple shapes for eyes, or use buttons, with curtain rings for earrings. Yarn may be used for hair. Stitch the two sides together leaving an opening for the stuffing.

24. Light Bulb Puppets.
Use tempera paint to color bulbs. Make eyes, nose, ears, mouth and collar out of construction paper.

25. Light Bulb Rattles
Cover the light bulb with strip Papier Mache. Let dry and break the bulb. Paint with tempera.

26. Murals
May be made with crayon, chalk, construction paper, scraps of material, finger painting, to fit any season, holiday, history lesson.

General Materials

Blottos

A. Materials:

1. Tempera paint or poster paint.
2. White, manila or colored construction paper.
3. Paste and pins.
4. Straws.

B. Method:

1. Place drops of tempera of one or more colors on the surface of your paper.
2. Fold and press the paper or press a second piece of paper against the surface, so that the paint will be squeezed and blotted.
3. Or blow on the drops of tempera through a straw.
4. Look at the results and see if you can find a picture or part of a picture.
5. A number of these blotto designs may be cut and arranged into a picture or design on a piece of paper or bulletin board. (Use paste or pins to fasten the design to the paper or bulletin board). After some experimentation you will find that you can plan your picture as you blot or blow them.
   Note:
   Single blottos lend themselves beautifully to combination with flowers and butterflies. Details may be arranged or added with other mediums.

Block Prints

A. Materials:

1. Cardboard or pieces of rubber inner tube.
2. Scissors.
3. Glue.
4. Woodblock or heavy cardboard.
5. Water soluble block printing ink.
6. Ink roller and rolling surface.
7. Newspaper or magazines.
8. Paper.

B. Methods:

1. Cut a silhouette shape or shapes from cardboard or from rubber inner tube with scissors.
2. Glue the cardboard or rubber shape to your cardboard or piece of rubber. Press under heavy books or some other weight to make sure that the shapes are flat.
3. Place some ink on the glass rolling surface and roll it out until it is smooth and tacky.

4. When the ink roller is evenly coated with ink roll it over the surface of the prepared block. Make sure that the roller makes complete revolutions to thoroughly coat the raised surfaces of block.

5. Lay your paper on a pad of newspapers or magazines and print the block. Exert heavy pressure for a good print. Standing on the block will assure adequate pressure.

Stained Glass and Parchment Paper

A. Materials:

1. Crayons.
2. White paper.
3. Flat scraping instrument.
4. Oil or turpentine.
5. Rag or brush.

B. Method:

1. Draw with colored crayons. Outline each color with black if stained glass effect is desired.
2. Scrap off the crayon leaving a transparent crayon glaze.
3. Black outlines may be darkened.
4. Brush the back of the paper with oil or turpentine to increase the transparency of the paper and colors.
5. For a stained glass effect outline each color with black.

Finger-Painting Mono-Print

A. Materials:

1. Finger paints.
2. Smooth surface such as a flat sheet of glass, or smooth table top, or a piece of finger paint paper.
3. Paper.

B. Method:

1. Do a finger painting on the glass or on the flat smooth surface.
2. While the painting is still wet, lay your paper over it and press and rub the back of the paper. This will transfer the painting from the smooth surface to the paper.
3. Two or more prints can be made if there is enough wet paint on the surface for additional prints.

Watercolor on Wet Paper

A. Materials:

1. Watercolor set including brush.
2. Watercolor or drawing paper thoroughly soaked in water.
3. Sponge, rag, paper toweling, large blotter.
4. Container of water.

B. Method:

1. Remove the thoroughly wet paper from the water, blot the pools of water from the surface.
2. Paint directly on this wet paper and watch the colors fade. Blend in a fuzzy, foggy manner. Some areas left unpainted will add sparkle to the paintings.

Name Design

A. Materials:

1. 9" x 12" paper.
2. Crayons.
3. Charcoal pencil.

B. Methods:

1. Fold paper and then write (not print) your name on fold of paper. Make sure the name starts at one edge of the paper and finishes at the other end. Do not write name too small. No letter should drop below the fold.
2. After name has been written on paper, outline it with charcoal pencil. Fold paper and press over name. Open paper and trace around both names with black crayon.
3. Trace around name several times using a different color each time. Continue until entire page is filled. Fill in with solid color.

Stick Printing

A. Materials:

1. Small sticks of various sizes and shapes.
2. Paint (tempera, show card, or poster paint.)
3. Paper.
4. Brush.

B. Method:

1. Before printing the design, lay the sticks on the paper to discover their many design possibilities.
2. Dip a stick into the paint or apply paint to the stick with the brush.
3. Remove any excess paint by pressing the sticks once or twice against some scraps of paper.
4. To print, press the sticks against your paper.
   Note:
   Groupings of various sticks--printed shapes can be used to create animals, flowers, fish, etc.

String Blottos

A. Materials:

1. Tempera paints, showcard paint, or poster paint.
2. Paper.
3. String.

B. Method:

1. Dip string into a jar or disk of paint. (Several pieces of string and several colors of paint may be used. Thin the paint if the string does not dip easily.)
2. Arrange the wet string on a piece of paper so that the result pleases you.
3. While the string is still wet, fold and press the paper, or press a second piece of paper against the surface so that the paint will be squeezed and blotted.
4. Remove the string to see the linear design which has resulted.
   Note:
   String blottos may be combined with other mediums for unusual effects.

Chalk Over Textures

A. Materials:

1. Chalks
2. Thin paper
3. Textured surfaces such as brick, leather, wood, etc.

B. Method:

1. Draw with chalk on thin paper which has been placed over texture surface. The texture will be transferred to the paper by chalk.

Crayon Engraving

A. Materials:

1. Drawing paper (white or manila).
2. Wax or oil base crayons.
3. Single edge razor or other straight edge instrument will work satisfactorily.
4. Comb, nail file for scraping out design.

B. Method:

1. Cover the entire surface of your paper with a heavy coat of crayons in either a free or a planned design. Use any colors except the one you plan to use over the surface.
2. Cover the crayoned surface with a heavy coat of black, dark blue, or violet.
3. Scratch or scrape out your design using any method listed below.
   a. Place press flower leaves underneath the crayons, covered paper, and scrape the surface of the paper with a single edge razor blade or comb, nail, etc.
   b. Place cut cardboard shapes underneath and scrape with tool.
   c. Scratch or scrape out free hand design.
   d. Try it on all textural surfaces such as rough wall, cheese grater, rough leather, note book, etc. with a single edge razor blade to gain various textural effects.

4. Many color combinations may be used to vary the effects of crayon engraving.
    a. Try a combination of warm colors (orange, yellow, red), try combination of cool colors only (blue, green, violet).

Note:
Crayon engraving may be done over the top of tempera, water colors, rubber cement, etc.

Soap Prints

A. Materials:

1. Large bar of soap.
2. Carving tool.
3. Block printing ink.
4. Ink roller (brayer) and rolling surface.
5. Newspaper or magazines.
6. Paper.
7. Single edge razor blade.

B. Method:

1. Smooth the large, flat surface of the bar of soap. Scrape away the indented trade mark.
2. Carve into the background of your design to a depth of about 3/16 inch so that only the subject matter remains, or carve away the subject matter so that only the background remains. The portions that are carved away will not print. The parts which remain raised will print.
3. Place some ink on the glass rolling surface and roll it out until it is smooth and tacky.
4. When the ink roller is evenly coated with ink roll it over the surface of the soap. Make sure roller makes complete revolutions to thoroughly coat the raised surfaces of the soap.
5. Lay paper on a pad of newspaper and magazines and print design.
   Caution:
   Too heavy a pressure may break the bar of soap.

Paper Bag Masks

Paper bags that fit loosely over the head can be made easily into masks or talking puppets. The bag may be slit to allow it to fit on the child's head. Put the bag over the head and have the child mark the position of his ears, eyes, nose, and mouth with a piece of chalk. Fold the bag flat and draw a funny or interesting face, as a clown or an animal. It need not look real. Chalk is excellent for drawing these details, as changes may be made more easily than when pencil or crayon is used. Standout noses may be made from folded strips of paper, paper cones, or cylinders. Ears and paper strips for hair and eyelashes may be added. Other odds and ends may also be used for decoration.

Initial Design

A. Materials:

1. Manila paper, 9" x 12".
2. Crayons.
3. Ruler.

B. Method:

1. Divide manila paper into squares like a checkerboard. After this is done, use your three initials and see what kind of design you can make.
2. The first initial should be 3 squares high. The next one can be placed lower, or it can be smaller. Do not make it too small, however, or the design will look confused. One of the letters can be tall and skinny, another one short and fat. This will give a contrast in lines as well as shape. Be sure and have the letters touch each other.
3. After you have decided how to place your initials, repeat the same three over and over until the entire paper is covered.
4. When this is finished, trace around each letter with black crayon. Then choose the colors you will like best and fill in the shapes. All the shapes that are alike should be the same color. You may use textures instead of solid colors.
5. When you have finished filling in the page you will find you have created an interesting design.

Snow Flake Valentine

Fold a piece of thin white paper in half. Fold the resulting right-angled pieces into thirds starting from the point to the outer edge, bending one of the other sections to the front and the other to the back. Cut half of a snowflake point on the longest fold. Cut another shape on the shorter fold. Open and mount on red construction paper.

Stencils

A. Materials:

1. Stencils
2. Chalk, tempera, wax crayons, fingerpaint.
3. Small sponge, insect sprayer, piece of screen wire, pieces of cotton or cleansing tissues, eraser, old tooth brush.
4. Thin paint, liquid inks, or dyes.

B. Method:

1. Place stencil on paper (or fabric), fasten to hold it firmly.
2. For crayon stencil draw heavily with crayon around design of stencil. With eraser ease the crayon from stencil paper onto surface of other paper. Crayon may also be used to make a series of short inward strokes from stencil to paper.
3. For chalk stencil a series of chalk strokes are started on stencil and are run off onto the surface of the paper Either positive or negative stencils may be used. Picture may be left as is, or the effect softened by rubbing pieces of cotton or tissue on finger tip.
4. For sponge and tempera stencils dip sponge or stencil brush lightly in finger paint or tempera and apply to stencil by dabbing or straight up and down strokes. Paint may be applied with brush as explained in 3 above.
5. For spray stencil use thin liquid ink or dye or paint: Use insect sprayer to apply paint.
6. For spatter paint stencils hold screen above stencil, rub paint filled brush briskly over screen surface to spatter the paint. Spattering may be accomplished also by flicking the brush with the finger or a stick.

Materials for Creative Work and Play

- Beads - all colors and sizes
- bottle caps
- boxes
- burlap
- candles - small ends
- cardboard
- cartons - (cottage cheese, ice cream, etc.)
- cellophane
- clothes pins, cloth scraps
- cork
- cotton
- crayons
- cups - (paper - all sizes)
- dowelling
- feathers
- felt
- foam rubber
- foil - roll - dishes
- fur scraps
- gift wrapping
- glitter
- leather scraps
- metallic paper
- metal pieces
- needles
- netting
- paper - (construction, poster, crepe, tissue)
- paper clips
- paper cups
- pipe cleaners
- plates - (paper)
- ribbons
- rubber bands
- sandpaper
- screening
- sequins
- shavings
- shoe laces
- soda straws
- sponge rubber
- spools - all sizes
- steel wool
- straw
- string
- styrofoam pieces
- thumb tacks
- tin - (can tops)
- tissue paper
- tooth picks
- wallpaper
- wire
- wood sticks
- yarn
- glue
- paste
- pliers
- punch
- scissors
- spray gun
- stapler

CONTRIBUTION OF PHYSICAL EDUCATION

As with any other phase of the school program, physical education is valuable only to the extent that it contributes to and aids general education in the realization of its goals. The program must be well planned and skillfully directed if it is to result in something more than just a glorified recess period.

The seven cardinal principles of physical education are: health, command of fundamental processes, worthy use of leisure, citizenship, worthy home membership, vocational efficiency, and ethical character.

Physical education is not unique among school subjects in carrying out these principles. As a matter of fact, all school subjects combine and overlap in working toward desirable education. However, physical education furnishes unique situations which make it possible for the child to make much progress toward the attainment of these objectives, opportunities to create, to succeed, to adjust to the group, to lead, to follow, to communicate, to contribute group welfare, to develop activities for use outside school hours. These are made possible through a properly planned program.

Note: No child should be left out of P. E. Program because of defects. The program should be so planned that he can participate and feel that he is contributing to the group and not that the group is doing him a favor by letting him participate.

Grade I Schoolroom Tag

CAT AND MICE

The cat hides behind the teacher's desk. Four or five mice are chosen by the teacher. They creep up to the cat's hiding place and start scratching on the floor. Their scratching is the signal for the cat to start chasing them and they are safe only on reaching their holes (seats). Any mouse who is tagged becomes the cat. Other mice are chosen and the game begins again.

Teaching Suggestions: To avoid collisions, it is best to choose one mouse from any row of seats. The mice will find it more fun if they get as close as they dare before scratching.

Grade I Playground, Gym

CHARLIE OVER THE WATER

The players are in a circle with hands joined. One player, Charlie, is in the center. The circle moves to the left while chanting:

Charlie over the water,
Charlie over the sea,
Charlie caught a blackbird
But he can't catch me.

On the word "me" the players quickly squat. Charlie tries to tag anyone of the players before they get into the squat position. Anyone he tags changes place with him and the game is repeated.

Teaching Suggestions: If Charlie is slow in tagging, choose another player to help him. Don't let the game drag too long before someone is tagged. Watch for fair playing. If the group is large (15 or more), use two or three Charlies in order to keep the game more active and interesting. The group may walk, run, skip, or gallop in the rhythm of the verse. Let them find their own rhythm as a group and then later suggest new rhythms for them to try. Change direction of the circle to avoid dizziness. The children should sing or repeat the words while playing as this adds a dramatic element to the game.

Grade I Schoolroom Running

HUNTSMAN

One child is the hunter. He stands and says, "Who wants to go hunting with me?" Those who do so say, "I do" and fall in line behind the hunter who leads them anywhere within a designated area. They must follow him and do everything that he does. Suddenly he calls "Bang" and all run back to their seats. The one who is first back in his own seat becomes the next hunter.

Teaching Suggestions: Follow-the-leader stunts which the first grader may do are such as skipping, walking, running, hopping, walking on all fours, going around chairs, touching objects, etc. The teacher should be ready with her suggestions. The leader may take his group through stunts, such as sneaking upon prey, carrying gun, sighting targets, etc. Indian characteristics make good follow-the-leader stunts. The teacher chooses the first hunter or she may ask who would like to be the hunter.

Grade I Playground, Gym, Schoolroom Quiet

I SAW

A circle is formed with one child in the center. He says, "On my way to school this morning I saw-----" and then imitates without naming the object or action what he saw. The others guess what he saw by his imitation. The one guessing correctly goes into the center and the game is played again from the beginning. If no one guesses, the one in the center tells what he was imitating. If the imitation was poor, he joins the circle. If it was good, he is praised and imitates something else. The game is successfully played in the schoolroom with the individual standing in front of the room.

Teaching Suggestions: To guard against confusion, instruct the children as the game is explained that they must raise their hands to be called upon for their guesses. If suggestions are needed, things which may be imitated by the children are - dog, pony, bird, airplane, frog, auto, cat, etc. Praise a child's good attempts to imitate. See that all get a chance to be It. Imitations will occur quickly if the first player is successful. It is suggested that the teacher be It the first time to stimulate their interest in the game.

Grade I Playground, Gym Tag

OLD MOTHER WITCH

The player who is the Old Mother Witch stays within a marked area at one end of the play space. At the opposite end is a goal line marked across the area. The players tantalize Old Mother Witch calling,

Old Mother Witch
Fell in a ditch,
Picked up a penny,
And thought she was rich.

They run into her area following her and teasing her. The witch keeps asking them "Whose children are you?" They answer with any name or person. When one answers "Yours", that is the signal for the witch to give chase. Anyone whom she tags before he gets over the goal line becomes the witch and the play is resumed.

Teaching Suggestions: It may be confusing unless one child is indicated as the leader of the children and only he may give the answer "Yours". All of the others may give any answer but must listen for the leader's answer of "Yours" as that is the clue for all to run to safety. If Old Mother Witch is unable to catch anyone after several attempts, another player may be designated to help her. Encourage daring by suggestion that the children go closer to the Old Witch.

Grade I Playground, Gym Running

SQUIRRELS IN TREES

The group is divided and numbered in threes. Number 1 and 2 join hands to represent the tree. Number 3 is the squirrel and stands in the circle formed by the other two. There should be one or more odd squirrels without trees. The groups of threes are scattered over the play space. At a signal from a leader or the teacher the squirrels change trees and while they are changing the odd squirrels attempt to get into trees. Only one squirrel is allowed in one tree at the same time. Someone is always left without a tree. As soon as all trees are full the game is repeated.

Teaching Suggestions: The signal may be a clap of the hands, a whistle, a chord from the piano, or just the word "change". Watch the timid child and be sure that he changes. Change the places of the players so that all have a chance to play the part of the squirrel. 3s were squirrels; so, after a short time they change with 2s; 3s join hands with 1s, and 2s are the squirrels. With the next change the 1s should become the squirrels. Make it more fun by making it more daring and tell the children to choose a tree far from them to run into. Three, four, or more players may form each tree if the group is large.

Grade II Playground, Gym Tag

FOX AND SQUIRREL

The formation of this game is the same as for Squirrels in the Trees. There is an extra squirrel and a fox. The fox chases the squirrel who is safe by going into any tree. The squirrel in the tree into which he goes is then chased by the fox. The fox can only tag the squirrel without a tree. Any squirrel tagged by the fox becomes the fox and the fox becomes the squirrel.

Teaching Suggestions: Scattering the trees far apart will make the chase more interesting. Change places as in Squirrel in the Trees, so that all get an opportunity to be a squirrel. If the group is large, use several players to form each tree. Squirrels must be warned that they are not to leave their tree unless the odd squirrel enters their tree but that they must leave at once if the odd squirrel enters their tree.

Grade II Playground Tag

HAVE YOU SEEN MY SHEEP?

The players are in a circle formation. One player, who is it, goes around the outside of the circle and stops at any of the players and asks, "Have you seen my sheep?" He is asked "What does he look like?" It then describes a player in the circle while the second player guesses who is being described. As soon as he guesses correctly, he chases the described player around the outside of the circle trying to tag him before he can run around the circle and return to his place. The original It does not take part in this chase but gets into the circle in the place where the chaser left. If caught, that player becomes It and if he is not caught, the chaser is It and the game is repeated.

Teaching Suggestions: The description must be distinctly given so that all may hear. Suggest ways to describe the child, such as dress, shirt, shoes, hair, eyes, etc. Because three players are involved, it is best to demonstrate how to play the game before it is actually played.

Grade II Playground, Gym Tag

LAME FOX

The child chosen as the Fox stands in his den marked off in the center of the playing area (about one-third of the play space). The fox is teased by the other players (chickens) who cross his den and call "Lame Fox, Lame Fox, Can't catch anybody". The fox may tag anyone within his den or he may take 3 steps outside of his den to tag the others. If he puts both feet down after he has taken 3 steps the chickens may drive him back in his den to which he must return before he can tag anyone. He may return to his den at anytime to rest. Anyone whom he tags becomes the Fox.

Teaching Suggestions: Allow and encourage the children to change their hopping from one foot to another. Care should be taken that all hopping is not done on the same foot. If the group is large, use several foxes each changing places with anyone they may tag. The game may also be played with each one tagged assisting in tagging until all are tagged.

Grade II Playground, Gym Tag

PARTNER TAG

Players link elbows to partners. One child is It and another child, the one being chased, has no partner. He is safe when linking arms with anyone. The partner of the player with whom he links elbows then becomes the runner and is chased. When a chaser tags a runner, the runner becomes the chaser and the chaser becomes the runner.

Teaching Suggestions: Have players spread well out over the play area.

Grade II Playground, Gym Running

RUN FOR YOUR SUPPER

Players are in a circle with one odd player as It. He goes around the outside of the circle and stopping between any two players says "Run for your supper." The two players start in opposite directions around the circle, each attempting to get back first into the place made vacant by the other. The last one back is It for the repetition of the game.

Teaching Suggestions: Make it clear that they do not return to their own place but to that of the other player. Otherwise they will collide with each other in trying to get into their own place. The game may be varied by calling, "Walk, "Gallop", etc.

Grade II Schoolroom Quiet

WHO IS KNOCKING AT MY DOOR?

The children sit in their seats while the child who is It sits in a chair in front of the room facing away from the class. Some child is chosen by the teacher to go up and knock on the floor behind the chair of the child in front of the room. Upon hearing the knock he asks "Who is knocking at my door?" The knocker answers, "It is I." Three guesses are allowed him to guess who it is. If he guesses correctly, the knocker becomes It. If he cannot guess, he may look and he is then It again.

Teaching Suggestions: Correlate with grammar lesson the use of the subjective form of the personal pronoun after the verb to be.

Grade III Playground, Gym Quiet

CATCH THE CANE

Players are in a circle with the player who is It in the center. All players, including It, are given a number. It holds a cane or a wand upright with one end on the floor. He calls a number as he lets go of the cane. The player whose number he calls attempts to catch the cane. If he catches the cane, he takes his place in the circle and the first child is It again.

Teaching Suggestions: Players may be numbered by counting around the circle and each child calling his number in turn. The game may be changed by saying the child may be It if he catches the cane before it falls. An ordinary stick may be used. If players catch the stick too easily, increase the size of the circle. If they are not catching it, close the players in making the circle smaller.

Grade III Playground, Gym Tag

EVERY MAN IN HIS OWN DEN

Players are divided into groups with each group having its own den, a well marked area on the playing field. These dens are well scattered over the whole space. The object of the game is for the players from each den to tag as many others as possible. Players are tagged when outside of their own den and a player can be tagged by any opponent who left his den after the first player left his. A player, who has tagged an opponent who left his base before he did, can take his prisoner to his base without being tagged. When tagged, the player becomes a member of that den to which he thereafter affiliates himself. The game is won by the team which is successful in catching all of the other players.

Teaching Suggestions: The size of the whole group governs the size of the small groups. If there are 24 players, 6 groups of 4 players make a good division. The game takes careful supervision to insure fairness in determining which players were last to leave their dens. The players must learn to assume the responsibility in determining fair catches. Warn against too many going out from their goals at the same time.

GRADE III Gym, Schoolroom Quiet

INDIAN RUNNING

Five or six players are chosen to leave the room. These players arrange themselves in any order, return to the room running once around it then leaving again. When they return the children are to name the correct order of their line-up. The child who is successful may choose five other children to leave with him and the game is played again.

Teaching Suggestions: Children must wait until called upon to name the order of the runners.

Grade III Playground, Gym Tag

PUM-PUM-PULLAWAY

The players are grouped beyond a goal line at one end of the play area with the player who is It in the center of the play space. Another goal line is marked at the opposite end. It calls "Pum-pum-pullaway, Come or I will pull you away". At this signal all players must run to the opposite side of the room while It tries to tag them before they reach the goal. Those tagged stay in the center and help in tagging the remaining players. The object is to be the last one caught.

Teaching Suggestions: After the children have become acquainted with the game, it may be played with the players exchanging places when they wish but with everyone having to change goals if It calls "Pum-pum-pullaway". If It is unsuccessful in tagging, appoint another player to assist him. The game may be played with It calling names of players as "Mary, pum-pum-pullaway, Come or I will pull you away". Only those players run who are called excepting when It omits any name when all must run.

Grade III Playground, Gym, Schoolroom Running

RED LIGHT

The player who is It stands on his goal line at one end of the play area. The other players are grouped at the other end. It turns his back to the players, counts "1-2-3-4-5-6-7-8-9-10 Red Light". The others advance toward him as he counts but they must stop as he calls "Red Light". He turns then to see them and if he sees anyone moving he sends him back to the starting line. The object is to see which player can first reach the goal line.

Teaching Suggestions: It must not turn to see the players until he says, "Red Light". Rather than stopping as soon as the first player is over the goal line, continue the game until all are over warning the players not to be the last one over. Accepting the decision of It when told to return, is practicing sportsmanship.

Grade III Playground, Gym Quiet

STILL POND

One player is blindfolded. The other players group around him and ask "How many horses in your father's stable?" He answers "Three". "What color are they?" "Black, white, and gray." The players turn the blindfolded player around three times saying "Turn around three times and catch whom you may."

They scatter but must stop as he calls "Still pond, no more moving" and each player is allowed only 3 steps after that. The player who is blindfolded attempts to tag one of the players. When he tags one he must guess whom he has tagged. If he guesses correctly, that player is It for the next time. If he misses in his game he must tag another player and guess again.

Teaching Suggestions: Players may dodge and move to avoid being tagged providing they do not take more than three steps. Use the child's handkerchief or a paper sack for the blindfold. See that no obstructions are in the way of the blindfolded child. If a player is tagged, he cannot try to get away but must allow the blindfolded player to attempt to guess who he is. In guessing It will try to tell who the player is by feeling his hair, height, clothing, etc.

Grade IV Playground Hiding

TEN STEPS

Ten steps is played as Red Light except that the players proceed away from the leader and then hide as soon as they are out of sight. After all are out of sight the leader sets out to find them. The object is for each child to see if he can be the last one found. Those who are found return to the goal and wait for the others to be found.

Teaching Suggestions: As with other hiding games, the teacher should have a signal which will call all children in if the finding is delayed too long. Often times the teacher will need to limit the hiding area. This will depend upon the size of the play area and the type of buildings, etc. which may be upon the grounds.

Grade IV Playground Hiding

SARDINE

Sardine is a hide and seek game. It differs from the usual hide and seek game in that It hides and all of the other players set out to find him. It is given time to hide and then at a given signal the others start to hunt him. Any player finding him, must hide with him. The last one finding the hiding place is It for the next game.

Teaching Suggestions: There is very little activity in the game and so it should only be used in the school program occasionally. The teacher should have a signal which calls all players in if she should want them before the game is completed. A whistle is a good signal. If there is not room for all of the players to hide themselves in the hiding place, they must wait any place in plain sight of the hiding place until all have found the original hider. Caution players who have been caught to remain quiet in order not to give away the hiding place. If there are undesirable hiding places on the playground, forbid the players to use these to hide in.

Grade IV Playground, Gym Tag

BLACK TOM

The players are divided into two groups. Each group lines behind one of the two goal lines at opposite ends of the playground. One player is It and stands in the middle of the play place. He calls "Black Tom" which is his signal for the players to change goals. He then attempts to tag a player. Anyone tagged before reaching the opposite goal becomes It and the game is repeated. The players must remember that the signal to run is "Black Tom". Any player running at any other signal must be It. It may trick the other players by calling Blue Tom, Brown Tom, etc.

Teaching Suggestions: The game also may be played by having those caught help catch the others. The child who was It originally continues to be the leader and gives the signals and anyone who starts from a signal given by anyone except the original leader is considered caught. The goals should be from 30 to 50 feet apart.

Grade IV Playground, Gym Tag

DUMB-BELL TAG

The players are scattered over the play area. One player is chosen as the runner; he is given a dumb-bell. To start the game the leader calls the name of the player who is to be the chaser or It. He gives chase. The player who has the dumb-bell may at any time give it to another player who, upon receiving it, becomes the runner. No one can refuse to take the dumb-bell if it is handed to him. If It tags a player with the dumb-bell, that player becomes It after giving the dumb-bell to another player. He allows that player a fair chance to get started before he chases him.

Teaching Suggestions: Any object easy to handle may be used instead of a dumb-bell. A knotted towel or a clean eraser may be used.

Grade IV Playground, Gym, Schoolroom Relay

OVER AND UNDER RELAY

Players are in relay formation. The first player in each file has a ball. At the signal to start the first player passes the ball over his head to the second player who passes it between his legs to the third. The ball is passed over and under the whole length of the file. The last player, upon receiving the ball, runs forward to the front of his file and starts the ball again. This is continued until the file is back in its original line-up and the ball in the hands of the original first player. The file finishing first wins.

Teaching Suggestions: The ball is always started over the head of the first player from the front of the file. The ball is passed or handed to the next player, not thrown. When the file finishes the leader should hold the ball high above his head to signify that his team has finished. When played in the schoolroom, alternate rows should play so that there is a vacant aisle for each team to use to run forward in. Designate the aisle each team is to use. A bean bag may be used instead of a ball.

GRADE V & VI Playground, Gym Ball

CROWN THE KING

The King sits on a stool in the center of a circle. Another player stays in the circle and acts as the guard. The other players are outside the circle. They have a basketball with which they attempt to crown (hit) the King. The guard protects the King. If some one is successful in hitting the King, he becomes the guard, the guard becomes the King, and the King takes a place in the group outside the circle.

Teaching Suggestions: Teach the players to pass quickly and to keep the ball moving all of the time. The guard may block the ball with his feet or intercept it as in basketball.

Grade V & VI Playground, Gym Ball

FIVE-THREE-ONE

The game can be played with as few as two players or as many as 8 or 10. As many groups may play as there are baskets and balls available. The players take turns shooting for the basket with a basket ball. Each player in his turn starts from behind the foul line, shoots and follows up the ball shooting it again, recovers it and shoots the third time. A basket made on the first shot counts 5, on the second 3, and on the third 1. If no baskets are made the score is 0. After three shots the ball is passed to the next player. At the end of the playing period, the player with the highest score wins.

Teaching Suggestions: A scorer keeps the scores recording the score of each player for each turn he has. Use as a lead up game for basketball technique. Such games will satisfy the young player before he is ready for the complex game of basketball.

Grade V & VI Playground, Gym Tag

HIP

The player who is It has a short stick with which he tags the other players. Those tagged assist him by holding other players for him to tag. The object is to see who can be the last one tagged.

Teaching Suggestions: Warn the players against hitting too hard in tagging with the stick. They need only to touch the player with the stick to tag him. A rolled newspaper may be used instead of a stick and so eliminates the possibility of hurting each other. Use a limited area. Watch for roughness in the holding of players to be tagged.

Grade V & VI Playground, Gym Quiet

JUMP THE SHOT

Players are in circle formation. One player with a long rope stands in the center of the circle. On the free end of the rope knots are tied to weight that end. The center player turns the rope under the feet of those in the circle while they jump over it. Anyone whose feet touch the rope is "out" and he leaves the circle. The object is to see who can stay in the circle the longest. He turns the rope the next time.

Teaching Suggestions: The rope should not be so heavy that it will hurt if it hits the players. Twine with a handkerchief tied on one end may be used. In turning the rope, kneel and turn the rope with a circular movement of the hand over the head. Keep the rope low and increase the interest by varying the speed in which the rope is turned.

Grade V & VI Playground, Gym Ball Team

THREE DIVISION DODGE BALL

Three teams are playing. The play area is divided into 3 equal divisions (may use the 3 courts on the basket ball floor). All try to put any on the other two teams out. When a player is hit, he is out. The ball starts in the middle court. Play for a designated time (about 2 minutes) then rotate teams so that those who were in the center are in one of the end courts and those who were in one of the end courts are in the center. Score the number out for each team at the end of each playing time and add at the end of the third game for the score to determine the winner. Those players who were put out get back into the game when the teams rotate.

Teaching Suggestions: As in simple dodge ball and two division dodge ball, warn the players to hit below the waist.

LIST OF OTHER ACTIVITIES

Base ball

Basket ball

Volley ball

Tennis

Shuffle board

Ring toss

Croquet

Hockey

Horseshoe

Lawn bowling

Hiking

Swimming

Bicycle riding

Tap dancing

Folk dance

Square dance

What can a crippled child do to join or fit in the group?

1. Keep score
2. Watch that the game is played fair
3. Care for the equipment (responsibility)
4. Call square dances
5. Lead games such as Simon says; ring toss, etc.

HOME ARTS FOR BOYS AND GIRLS

Both boys and girls in the migrant group lack skills and experience in the use of tools and construction materials. Aside from the general educational value of developing skillful hands and the ability to solve problems intelligently in the use of materials, this learning offers boys and girls ways to improve the convenience, safety, and attractiveness of their homes. There are also skills which they particularly need if they are to be able to handle machinery and tools in the more responsible farm jobs.

Opportunities to use tools and materials properly should be made through the entire school program. Children should also be introduced to the use and the care of simple machines. All of these learnings can be integrated with other subjects, as much actual learning takes place while children are participating in these activities.

School can make a difference in the way children live, and in the way families live. Teaching for better living has special importance and urgency for these children, because so many of them take on the responsibility of home management at an early age.

Important Learnings

1. Importance of personal cleanliness.
2. Ways to achieve cleanliness under conditions of camp living.
3. Learn practical ways to increase the attractiveness of one's appearance.
4. Learn to prepare simple family meals.
5. Plan meals on the basic seven foods.
6. Learn to preserve and store food so it will be kept clean.
7. Learn to care for personal clothing.
8. Learn to make simple garments, jewelry, etc.
9. Learn health rules.
10. Develop ability to plan and make useful articles with wood.
11. Develop ability to use hand tools commonly available at home or on farm jobs.
12. Develop skills in handling wood to produce sturdy pieces of good workmanship.
13. Develop ability to finish wood pieces with paint and varnish.
14. Learn Safety rules.
15. Learn to make simple electrical and home repairs.

Kindergarten and Primary Grades

Hammering

Get a tree stump, hammer and nails, and let small children hammer into stump. This gives them muscular control, and they learn to use tools.

Tinker toys

Bring spools and round sticks cut in different sizes. The children can build toys to play with. This will develop muscular control.

Paper weaving

Cut 1/2" strips of construction paper. Two colors may be used. Weave paper into mats. These may be used as place mats. Children will be introduced to techniques of sewing.

Using Coping Saws

Draw simple objects on heavy cardboard. Have the children cut out using coping saws. These may later be painted with tempera paints. Children get acquainted with tools.

Play house

Small children should be allowed to play in a play house. Here they learn to dress their dolls, care for dishes, learn to set tables, and keep the house clean. Children develop cleanliness of home.

Use of Screws and Screwdrivers

Have a square block of wood, screwdriver and screws available. The children will try to drive and screw the screws into block of wood; and they will learn use of these tools.

Spools and strings

May be made into toys for very young children.

Potato sack utility bags

Use woven type of potato sacks. Weave designs with yarn.

Strawberry baskets

Weave design with yarn on strawberry baskets.

Beachbags

Made out of burlap bags with shoulder strap.

Toilet paper tube rattle

Put a wad of paper in the end of a toilet paper tube, then fill it with small stones or dried beans and stuff more paper in the other end. It could be covered with plastic, leather, or oil cloth and glued lightly.

Something to Splash in

A rubber tire cut in half will make two rivers to float boats.

Fringing Burlap

Burlap is so loosely woven that children can unravel it easily. Start with a small square (say 6" x 6") and let the child fringe the sides. If he likes to do this, he could make gifts of coasters and place mats.

String pictures

Have a bowl of thin paste solution (flour and water) for the child to dip pieces of colored string or yarn and press on colored paper.

Activities for developing grooming

Charm school for older girls

Learn care of self and clothing. Demonstrations on proper clothing for figure, complexion, etc. Girls can make their own clothes using odd materials.

Circle skirts

Very simple to make. May be made from plain colors, then stencil designs to form a border.

Hats

May be made from white pique. Then they are starched and artificial flowers are pinned or sewed.

Decorated Cigar Boxes

Paint designs on cigar boxes, then shellac. These boxes may be used for personal items such as toothpaste, bobby pins, etc. They may also be used as a file for personal records.

Skirts

Use neckties. Cut right length and sew together.

Oatmeal purse

Use scraps of material. Cover box and let enough overlap on top to put drawstrings. Decorate with sequins and artificial flowers.

Leather cases

May be made for personal papers.

Coolie Hats

These are made of wallpaper, cardboard, etc. Cut 2 thicknesses of paper in circle. Paste with wallpaper paste. Decorate with yarn. Use yarn to hold hat securely on head.

Ponchas

A yard of material (old sheets may be used). Hem and fold diagonally. Slit for neck opening. Sew bias tape over neck opening. Sides are sewn under arms. Cotton yarn is braided to be used for belt.

Pincushions

The pincushion may be of any style you choose.

1. Square style.
2. Wrist style, attached to an elastic band or plastic bracelet so that it may be worn on the wrist.
3. Round style.

For square pincushion, cut two pieces straight with weave of material.

For wrist pincushion, fold on diagonal, and stitch as a triangle; or increase size of square.

For a round style cut in a circle.

A. Materials:

1. Firmly woven fabrics such as muslin, light canvas print or percale may be used for outside covering.

2. Padding materials are sawdust, dry coffee grounds, wool.

B. Methods:

1. Place right side of fabric together.

2. Pin along seam line.

3. Make seam allowance with measure.

4. Baste seams.

5. Stitch around seam lines, leaving an opening 2 inches long in the seam so you can stuff cushion. Press seams open with finger, turn cushion right-side out.

6. Fill cushion tight with the padding materials.

7. Turn open seam edges toward wrong side; baste edges; fasten together with over-hand stitch.

Head Scarf

Materials: It may be cotton, spun rayon, or wool. It may be of a solid color, print or plaid. It should be washable.

A scarf should be large enough to tie around the head and under the chin easily. It will measure 24 to 36 inches or vary depending upon the size you desire.

Material needed for scarf 24 inches by 27 inches, Fringe edge.
scarf 30 inches by 32 inches, " "
scarf 34 inches by 36 inches, " "

Neck Scarf

Neck scarf is smaller than the head scarf. It may be cut in to one or two styles:

a. Rectangular
b. Square

The square neck scarf is 15 inches. You will need to secure 1/2 yard of material. The rectangular scarf should measure 10 inches by 24 inches. You will need to secure 12 inches of material.

The square head scarf or neck scarf may be finished by making a fringe.

How to make Fringe on Scarf

a. Cut slashes about 1 inch deep every 6 inches along edges where you want fringe.
b. Remove short lengths of interlacing thread between cuts.
c. This makes an easy finish; no decoration is necessary.

Clay turkey

Materials: Brown clay, yellow and red pipe cleaners, chicken or turkey feathers, tiny buttons for eyes.

Method: Mold the body in an egg shape. Make head and neck from same piece. Bend one yellow pipe cleaner in half. Push the bent part into the body and turn the ends up for toes. Twist a short strip to each end, making two more toes on it. Make the beak and wottle with a red pipe cleaner. Stick the tail feathers into the clay body in a fan shape. Sprinkle candy corn around the turkey.

Peanut People

Use the longest peanut for the body (of doll or animal) and the shorter ones for the arms and legs. Sew around peanut for the head pushing the needle and thread into the peanut ends carefully so as not to break the shell. Draw in features.

Table Setting

It's fun to learn how to set the table. The table setting should look like this:

Your salad plate is placed at the tip of the fork. Improvement of table etiquette is stressed. Girls and boys might learn this.

Hanky corsage

A plain colored handkerchief, and a stem made from a thin wire covered with green crepe paper strips. Use an artificial leaf tied with each end of handkerchief about 2 inches from the top, then fold the center in half twice, and roll it for the tight part of the rose. Fold the petal corners up around the tight center. Hold in place by wrapping with one end of the wire making the petals overlap slightly. Add leaf and wrap stem. Fasten on a lace paper doily.

Crayon on Cloth

Materials: Cloth which has been thoroughly washed to remove all traces of sizing. Wax crayons. Hot iron and newspapers or heat lamp.

Method: Apply the color directly onto the cloth using crayon heavily. Fix design by melting the crayons. Melt the crayon with a heat lamp or place fabric between newspapers and melt with a hot iron. This color is fairly permanent but will wash out if washed with modern detergents or if washed in hot water. Material should be washed in cool water and mild soap.

Textile Design

Materials: Textile paints and brush. Stencil paper or substitute large board. Cloth.

Method: Simple motifs are best for stencils. These should consist of straight lines or slightly curved line for easier cutting. After you have finished your design transfer it to stencil paper and cut. Stretch cloth and fasten to board. Plan your design so it will be spaced evenly on the cloth. When lifting stencil, move carefully to avoid smudging.

Needle book

Material: To use for outside cover of needle book may be heavy wool felt, plastic, velveteen or corduroy. Cut one piece straight and with weave or grain of woven fabric. Be sure lines are straight and corners true angles for nonwoven materials. Inside leaves of fabric to hold the needles may be flannel, light weight cotton flannel or outing. Cut two pieces so that you will have four leaves inside. Finish the outside edge with a blanket stitch. This stitch is a series of loops forming right angles.

Method: Fasten thread with two small buttonhole stitches on the wrong side, or tie ends of thread. Work from left to right. Hold the thread under left thumb while making stitch into fabric. Insert the needle the desired depth. Draw needle through to form the loop. When finished, complete the work by knotting thread over first or beginning stitch. Leaves of the booklet may be left unfinished or pinked. Cover for holder measure 3-1/2 inches by 5 inches.

Textile paint stencils

For textile painting it is necessary to use a heavy wax paper for the stencil so that the paint does not penetrate the stencil and spot the fabric. This type of stencil paper can be made by running ordinary typing or drawing paper through melted wax or paraffin. The box from mimeograph stencils will work very satisfactorily or you may buy prepared stencil paper. Textile paints. Stencil brush (a separate one for each color). Fabric (muslin, linen, gingham, Indian head). Board on which fabric may be tacked. Thumbtacks. Textile cleaner (will remove misplaced paint or clean brushes).

Curtains

Ties for Home Improvement and Beautification.

Curtains may be made from old sheets cut to desired size. Hem top and bottom. Tie with string at different places. Dip in dye. Spread out to dry. Very unusual designs may be worked out.

Pictures from ozalid paper

(Leaves, twigs, weeds, grasses, 28% ammonia, ozalid paper) Place objects on paper. Place glass over paper. Expose to the sunlight. Remove glass and objects. Expose paper to ammonia. Let it dry. Frame picture.

Pictures

Cut pictures from magazines, such as Arizona highways. Mount on cardboard. Use corrugated paper for frames.

Furniture from fruit boxes

Dressers, drawers, medicine cabinets, and many other things may be made.

Canister sets

May be made from tin cans which have lids. They are painted and then shellacked.

Fly swatters

Use screen or inner tubes, coat hangers. Hold securely with wire or yarn.

Woven Paper Baskets

Cut strips of colored construction paper 1/2" x 11". Weave 5 strips each way for bottom. Turn all strips up. Paste several strips together and start at center. Continue weaving until 1/2" from top. Turn upright down or inside and paste. Paste on handle.

Corrugated Cardboard

Materials: A sheet of corrugated cardboard, tempera paints, brush, and a water jar.

Method: Use tempera to paint unusual designs on corrugated cardboard, painting in both directions. Paint with and against ridges to make a very interesting design. This is especially interesting when used as a background for murals, shadow boxes, and miniature stage sets. They may also be used for buildings, fences, and for individual designs in room displays.

Cork picture inlaid with crepe paper

Materials: Crepe paper, cork, plywood, paste, knife or blade.

Procedure: Attach cork to plywood. Draw design on cork. Cut crepe paper into 3/4 inch strips and twist. On cork design cut with sharp knife or blade a small area at a time. Add paste on area when cork has been scraped away. Paste crepe paper rope on area, starting from outside and paste crepe paper working towards center. Finish picture in same manner working small area at a time. When picture is finished, finish it with a coat of clear shellac.

Popsicle stick crafts

Make jewelry boxes, trays or pictures from popsicle sticks. Glue these popsicle sticks in appropriate design and shellac. For jewelry box you will need small hinges to hold cover.

Drinking cup

Use baby food can, wire and clothes pin. Attach clothes pin with wire around can. Paint with enamel.

Abstract drawings

Use string and paint. Paint on white paper.

Light bulb decorations

Paint light bulbs with different designs, attach string, and hang on wall for decorations.

Vases

Use jar, put papier mache over vase. When it is dry paint with tempera paint, then shellac.

Aquariums

Clean out inside of old fluorescent tube. Plug with clay or plaster of paris, one end. Add sand, plants, water and fish. Mount at an angle.

Terraniums

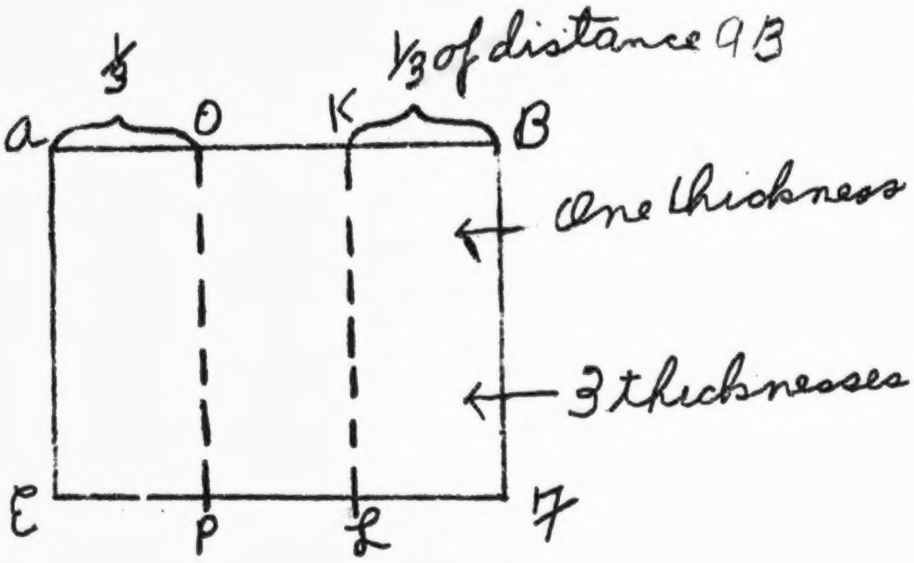
Get cookie sheet greased. Add plaster of paris, place window glass on all four ends of cookie sheet. Cover corners with waterproof adhesive tape.

Sit upon

Fold 14 newspapers into one-inch strips. Fold so all edges will be in the center of newspaper strip. Weave strips, then tuck in ends.

Door stops

Use old catalog. Fold each page separately. Bring right hand corner down to center and fold. When each page is folded spray catalog with tempera paint.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1/3 of distance AB
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3 thicknesses
E
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L
F

Figure 4

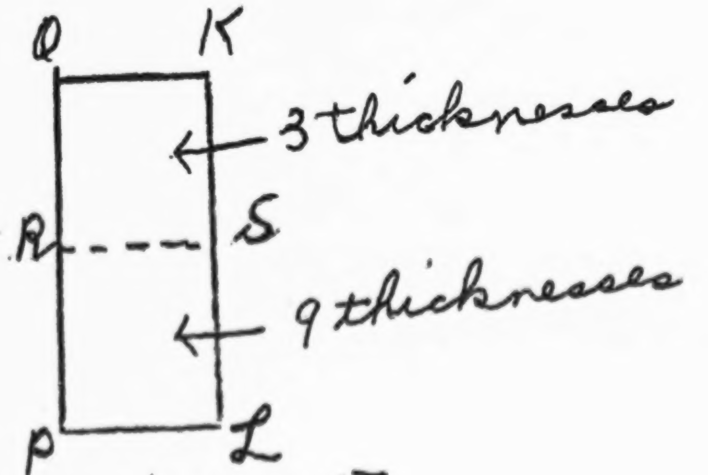
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Figure 5

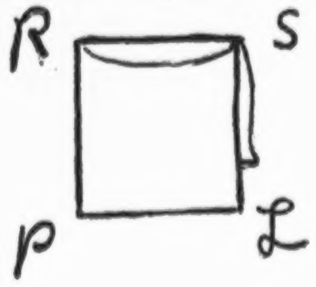


Figure 6

Step 4. Lift BF up and fold back to OP making crease along KL. Press firmly flat, then pick up edge AE and fold over on top. Crease firmly again. The result is a paper one-third the size of ABFE with three thicknesses at the bottom half.

Step 5. Tuck the corners at E inside the loose top 2 thicknesses of paper at F and press flat to keep the paper from unfolding. See figure 4.

Step 6. Bring top edge OK down over lower half to PL and press flat making a crease at RS. This will make a square about 6" x 6" that is open along edge RS like an envelope. See figures 5 and 6.

Step 7. Put fingers into this opening RS and spread apart while pushing fist up to spread the bottom. This cup can be set flat on base PL to hold Kleenex or may be pinned to a bed side through the heavy side of paper. See figure 6.

Step 8. If a heavier cup is needed, three or more sheets may be used to start with. This will hold liquid for a short time.

Suggestions for home improvement

Suggested activities for older boys

1. Making scrapbooks
2. Flower boxes
3. Simple repairs on household furniture
4. Repairing screen doors.
5. Making safety check for the home.

Planters out of meat tins

Cut cans lengthwise. Paint with enamel, then shellac.

Some useful materials to use in Home Arts

1. nails
2. hammer
3. screw driver
4. screws
5. wood-lumber
6. wire
7. coping saws
8. saws
9. sandpaper
10. shellac
11. points
12. varnish
13. glue
14. brushes
15. paint thinner
16. portable tool kit
17. cardboard boxes
18. catalog
19. crayolas
20. pens
21. needles
22. yarn
23. string
24. mirrors
25. hotplate or small stove for cooking
26. pots and pans
27. soap and paper towels
28. scissors
29. boxes
30. art paper
31. rags for clean up
32. broom
33. newspapers

Smoothing the Bumpy Roads

Self Helps for Pupils and Teachers

TEACHER-DIRECTED SELF-HELPS IN READING

The ability to read independently with comprehension and insight is a major aid to good citizenship. In order to become an independent reader, a person must know the mechanics of reading. He must know them so well that in most cases he uses them automatically and unconsciously--thus leaving his conscious mind free to understand and interpret the meanings of the words. The reading curriculum for the primary grades gives the child a basic sight vocabulary and then proceeds to build on that vocabulary those word-perception skills necessary for independent reading. These skills include: the memory of word forms; phonetic analysis and understandings; structural analysis; the use of phonetic analysis; and meaning clues in attacking unknown words. These skills are developed systematically through the years. At the same time, the child is taught how to interpret what he reads; to comprehend phrase and sentence meanings and interpret the main idea; to form sensory images, perceive relationships, and recognize the emotional reactions and motives of characters; to anticipate outcomes, make inferences, draw conclusions, and generalize.

The interpretive skills lend themselves to reading material on any level. The word-perception skills are taught consecutively, starting with the simpler concepts and moving onward to the more complex ones. It is obvious, then, that the migrant child--who is constantly moving in and out of schools--is sure to miss out on the consecutive growth of the various word-perception skills. And without those word-perception skills which will allow the child to become an independent reader, his interpretive skills will go to waste.

It is with the purpose of helping migrant children pick up those word-perception skills which they have missed that the following work sheets have been developed. Although the work sheets cover primary-level skills, they are not intended for use with primary-level migrant children. The work sheets are intended for children in the intermediate grades who have missed learning those skills in the primary grades. The child should be reading (though probably very slowly and with many problems) on a 1^2 level or higher for these work sheets to be used effectively. Three sets of work sheets have been included. These sets are examples only; their value as timesavers to the teacher will be nil unless the ideas and forms are carried out throughout that particular type of word-perception skill. For instance, the work sheets for set number 1 cover the development of the initial sound of Bb; worksheets of exactly the same forms should be made for all the consonant letters; on a more advanced level, the same forms would be used for the different sounds of vowels. Thus, once a child understood what was to be done in the first set of work sheets, he could work on succeeding sets more or less by himself.

The teacher of the migrant child must remember two points: (1) that, because of his constant shifting from school to school, the migrant child is almost always behind his age group in the use of tool skills; and (2) that whatever materials are used for instruction with the migrant child must be examined very carefully to see if they contain only concepts familiar to the child. For that reason, the pictures and words used in the worksheets should be familiar ones; the same ones should be used throughout a set so that the child can concentrate on the skill being developed and not on the figuring out of the objects or words. In the sample sets, the vocabulary is based on pre-primer level words.

In the sample sets, only phonetic skills have been used. However, similar work should be set up for other word-perception skills necessary for effective independent reading (as, for instance, structural skills).

The directions at the tops of the sample worksheets are for the teacher's use. How to do the worksheets must be explained to the child page by page in the first set of a series. The teacher must be sure the child understands the concepts and procedures, then he may proceed with the other sets in the series by himself with only occasional checking and help from the teacher. These worksheets will be seatwork, supplementary work to his regular period.

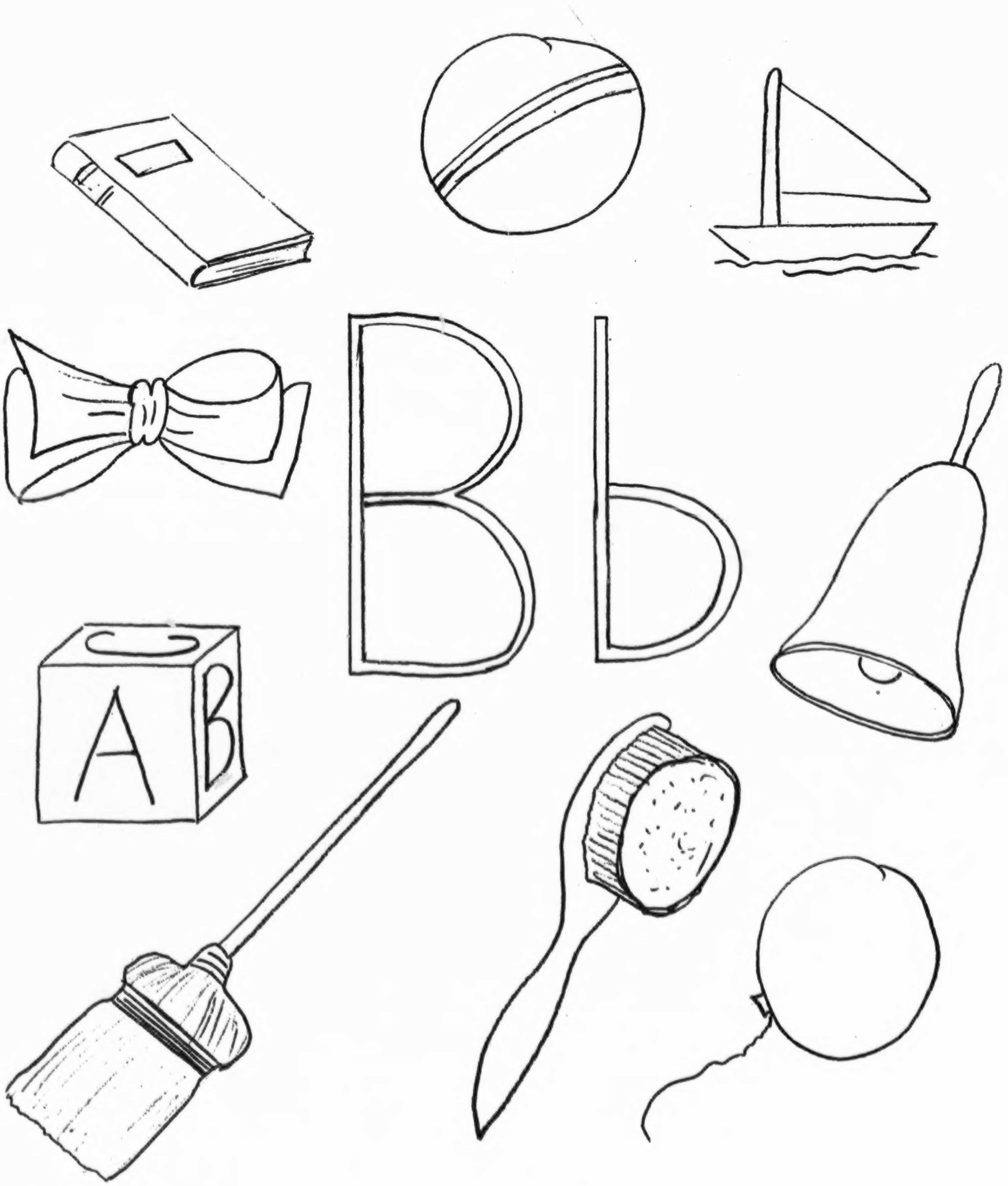
The following is a description of sample set 1, which develops the sound of the letter Bb. Sets 2 and 3 are similar. Set 2 dealing with comparison of sounds and Set 3 dealing with rhyming sounds.

Worksheet 1a:	This paper develops auditory perception of the initial consonant Bb. All of the pictures begin with that sound. The child says the names of the pictures to himself, listening to hear how they all begin with the same sound. He traces over the letter forms as he says the words.
Worksheet 1b:	This worksheet continues with auditory perception of the initial consonant Bb. Now, however, the child must discriminate between this sound and others and discard those objects which do not begin with the Bb sound.
Worksheet 1c:	The child has worked with objects presented to him; now he tries to supply objects that begin with the proper sound. The child should be encouraged to look around the room for appropriate objects, to look at his clothing, the parts of his body, things he can see outside the window, things he can think of at home or in town.
Worksheet 1d:	Now the child begins working on visual discrimination of the initial consonant. He marks those words which begins with either form of the letter Bb.
Worksheet 1e:	On this paper, the child works with the 2 forms of the letter Bb. This worksheet might be divided into 2 worksheets if desired.
Worksheet 1f:	Now the child begins to work with words in meaningful sentences. He completes the sentence with the appropriate picture beginning with the Bb sound.
Worksheet 1g:	In this last worksheet, the child uses his knowledge of the initial Bb sound to make or recognize new words.

1a

"B" is introduced as an initial consonant sound.
Child says the names of the objects and notes
they all begin with the same sound.
Color all pictures and letters.

Name____

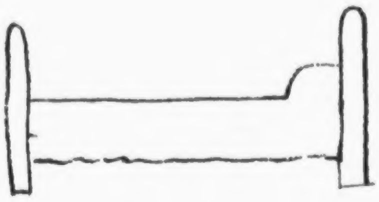


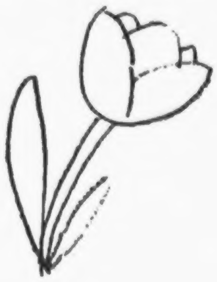
1b

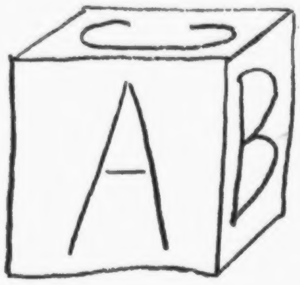
Practice writing small and capital "B's".
Color objects which begin with a "B" sound.
Cross out objects which do not belong.

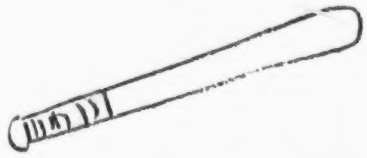
Name____

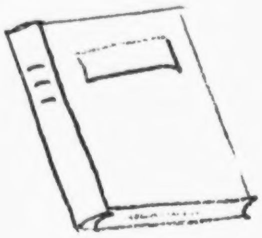
Bb

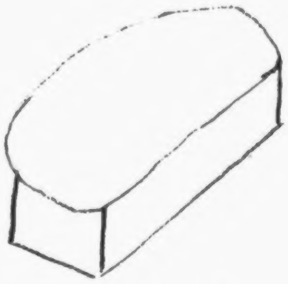


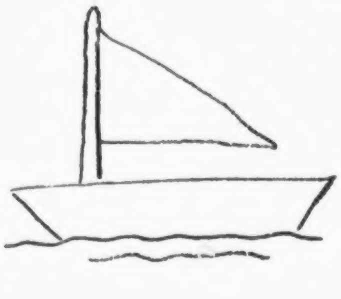


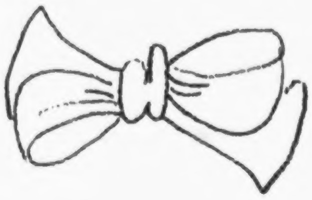


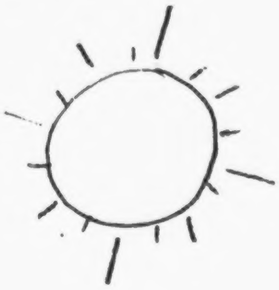


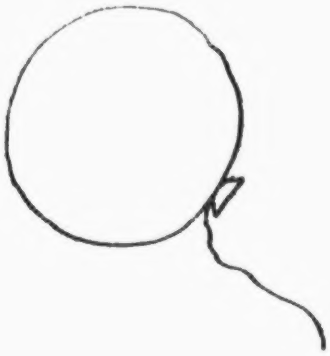


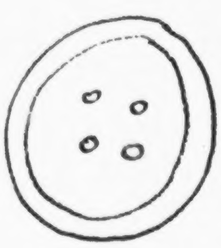


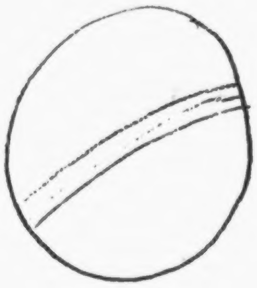










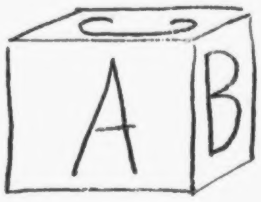


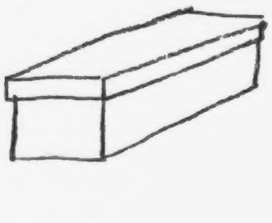
1c

Write "B's"
Make as many more pictures of things that
begin with the "B" sound as you can
think of. Color.

Name ____

Bb





1d

1. Match words beginning with small and capital letters.
2. Draw lines from the "B's" to those words that begin with "B".

Name____

Bb

1.

big
boat
blue
ball
baby

Boat
Big
Baby
Blue
Ball

1.

bow-wow
boys
barn
bump
black

Barn
Boys
Bow-wow
Black
Bump

2.

b

ball
blue
toys
baby
big
jump

2.

B

Black
Boat
Doll
Big
Boy
Funny

1e

Draw lines under those words that begin with "B".

Name ____

Bb

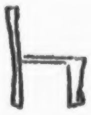
b	B	Bb
ball	Blue	baby
house	Ball	Big
baby	Father	farm
father	Doll	boat
boat	Boat	doll
big	Black	Ball
doll	Mother	boys
blue	House	bow-wow
bow-wow	Big	bump
ball	Bow-wow	Boat
make	Barn	Red
boys	Red	Puff
barn	Boys	ball

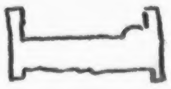
1f

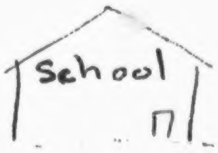
Draw a line under the picture that begins with the "B" sound and completes the sentence.

Name____

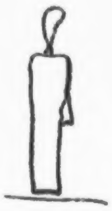
Sally must go to b____.

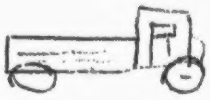


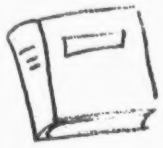




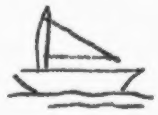
Dick looks at a b______.

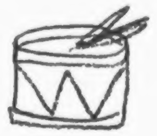


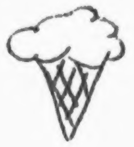




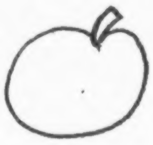
Can you make a b_____?

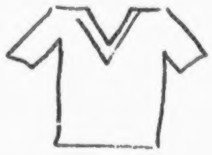


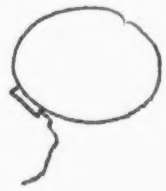




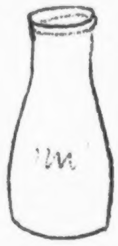
Jane wants a b______.

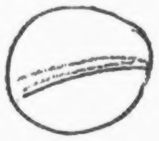


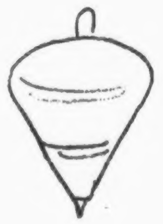




Put the b_____ away.







1g

1. Make new words by putting "B" in front of endings and in #2.
2. By substituting "B" in the initial position of a known word.
3. Match unknown word beginning with "B" to a known word beginning with another letter.

Name____________________________________

Bb

1.

b

band
__at
__eat
__it
__all
__ill

2.

look
book

Jack
_ack

make
_ake

cat
_at

red
_ed

jump
_ump

3.

make
will
look
see
Jack
red
cat

bill
bake
back
bee
book
bat
bed

3.

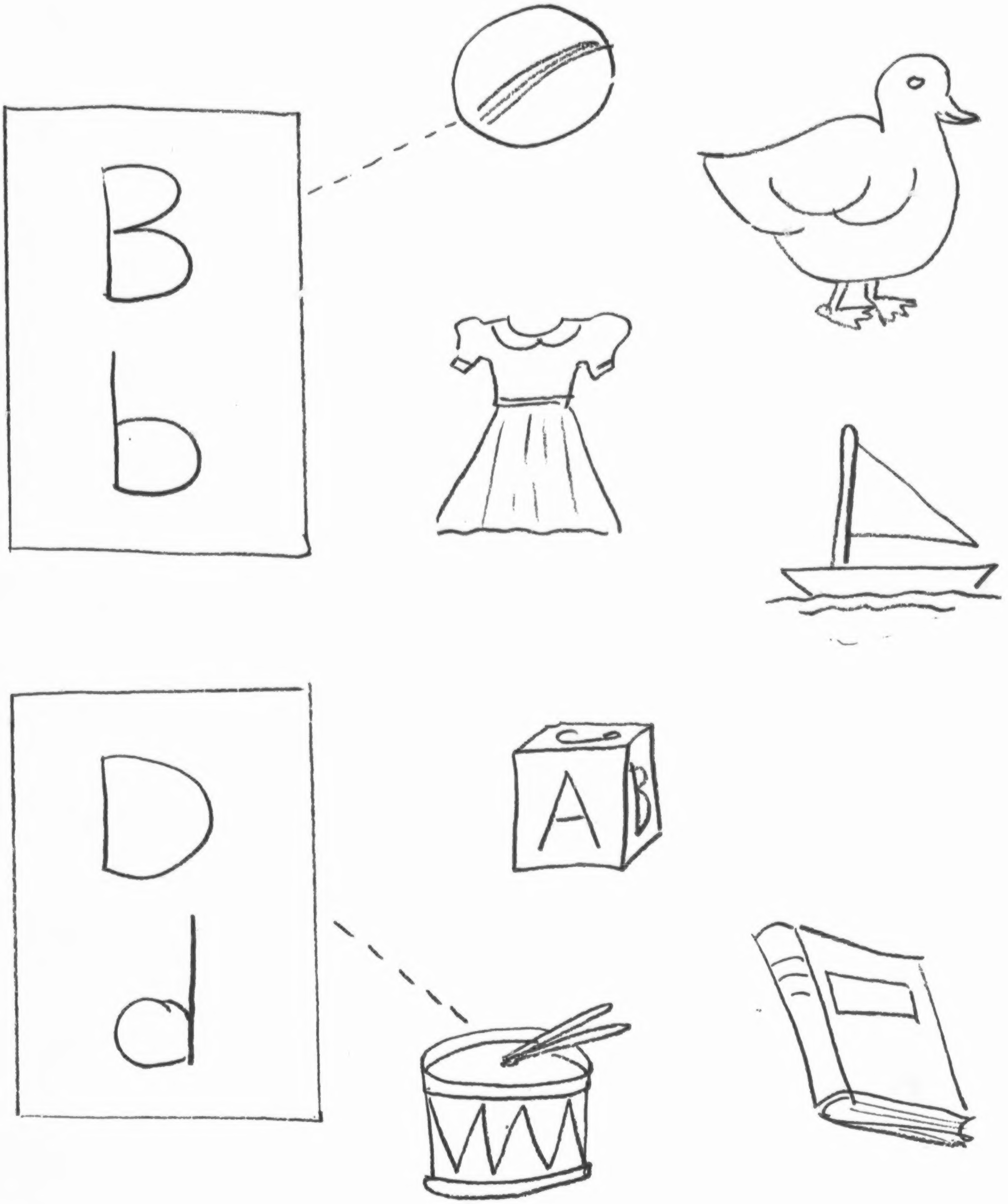
Book
Bee
Bat
Bill
Bake
Boy

Cat
See
Look
Toy
Cake
Jill

2a

Draw lines from proper box to pictures.

Name____

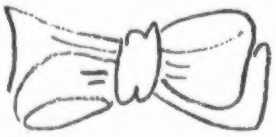


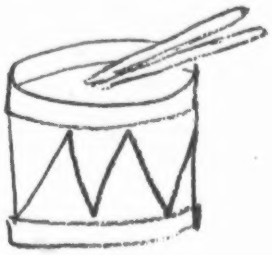
2b

Make appropriate pictures under each letter.

Name____________________________________

Bb | Dd

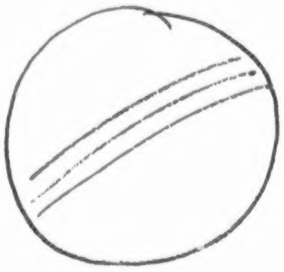
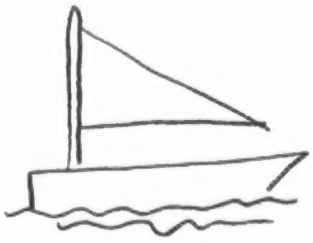
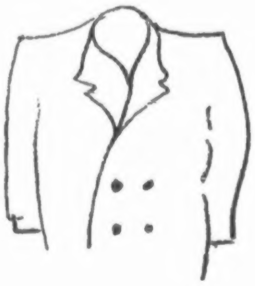
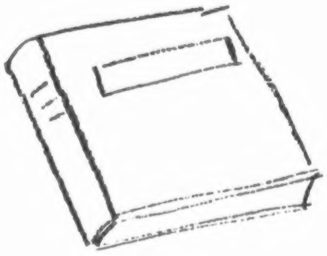
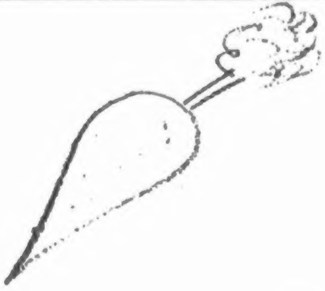
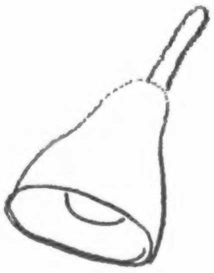
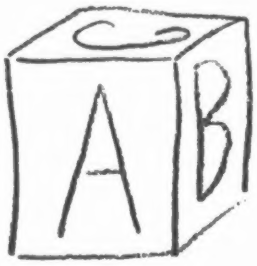
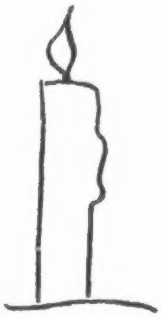




2c

Choose the correct beginning letter for each picture.

Name________________________________

Bb	Cc
 ___all	 ___oat
 ___oat	 ___ook
 ___arrot	 ___ell
 ___lock	 ___andle

2d

Place words in proper columns.

Name____

Bb	Cc	Mm	Dd
			Dick

~~Dick~~ come down can mother

big baby my blue make car

boat me ball do duck cow doll

2e

Alphabetize words by writing them on the lines after the correct letters.

Name ________________________________

Girl
in
doll
away
House
Keep
cookies

funny
Door
Jack
kitten
I'll
Ball
laughed

Ask
barn
glad
Ellen
jump
Little
nuts

eat
Could
Mother
many
Nothing
happy
Father

Aa ____________________

Bb ____________________

Cc ____________________

Dd ____________________

Ee ____________________

Ff ____________________

Gg ____________________

Hh ____________________

Ii ____________________

Jj ____________________

Kk ____________________

Ll ____________________

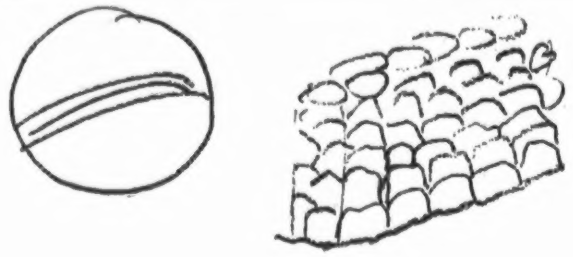
Mm ____________________

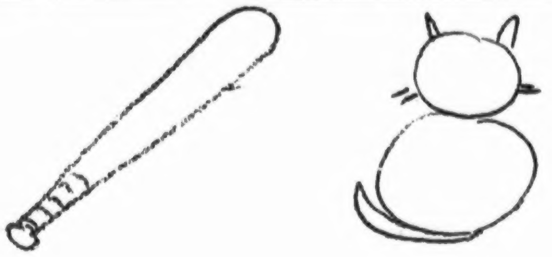
Nn ____________________

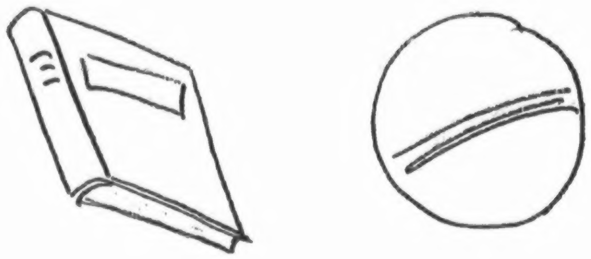
3a

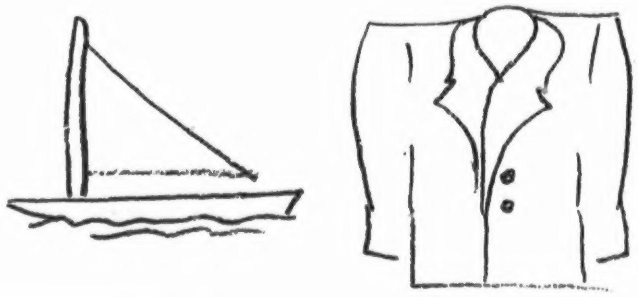
If the two things rhyme, color them.
If they do not rhyme, do not color them -- cross them off.

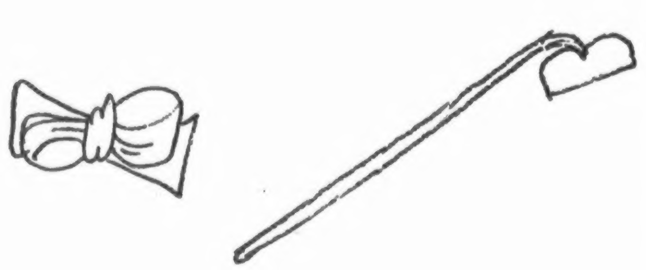
Name____

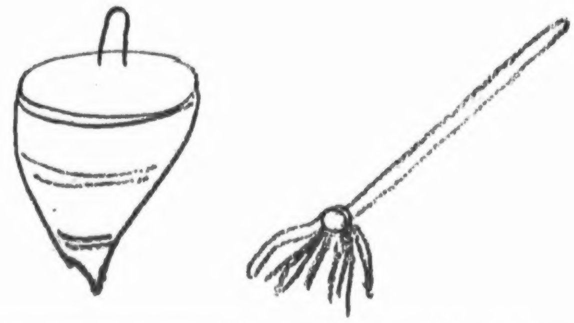


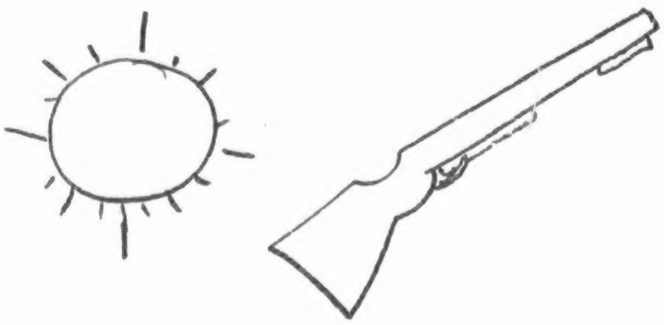


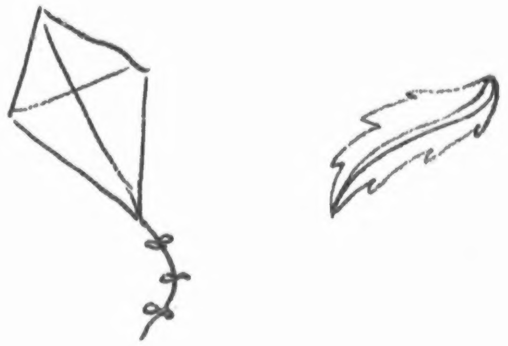










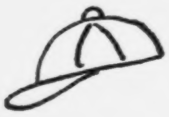
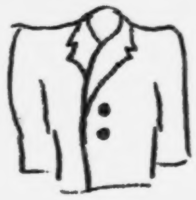
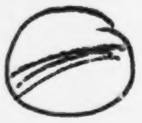


3b

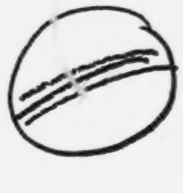
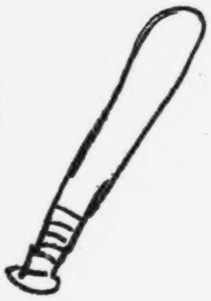
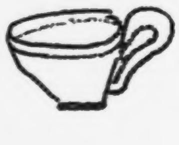
Complete the rhyme by drawing a line under the proper picture

Name____

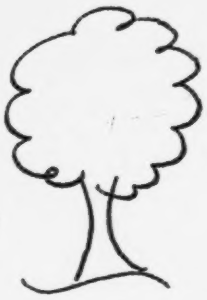
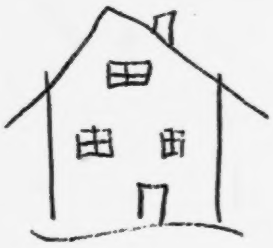
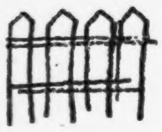
Look in the boat
Look for my _____.

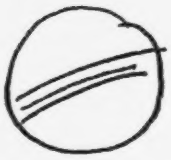
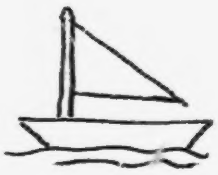
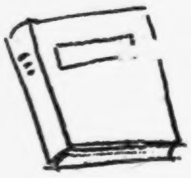
Look down; look up.
Find my _____.

One, two, three.
Run to the _____.

Baby Sally, look.
See the big _____.

4

3c

Complete the rhyme by circling the correct word.

Name____

All the boys Play with ____. toys pets	Please get my coat. It is in the ____. house boat
The big blue ball Went over the ____. house wall	You can't go far Without a ____. car horse
Come help look. Find my ____. book ball	We all have fun Out in the ____. yard sun
Little Sally sat On Father's new ____ coat hat	Old, old Jane Walks with a ____. cane stick

3d

Match an unknown word with a rhyming known word.

Name ____________________

A B C D E F G H I J K L M N
O P Q R S T U V W X Y Z

his	time	bunny	pig
dime	is	town	funny
fellow	yellow	jig	down
side	say	far	boat
may	ride	coat	car
him	live	he	house
give	Tim	tall	we
moon	my	mouse	ball
by	soon	pin	get
cup	see	met	ride
bee	up	hide	in

3e

Add initial consonants to make as many words as possible in each column.

Name______________________________

a b c d e f g h i j k l m
n o p q r s t u v w x y z

Make new words:

all	eat	at	old
_all	_eat	_at	_old
_all	_eat	_at	_old
_all	_eat	_at	_old
_all	_eat	_at	_old
_all	_eat	at	_old
_all	_eat	_at	_old
		_at	_old
		_at	_old

3f

Make a new word by substituting another initial consonant.

Name_______________________________________

a b c d e f g h i j k l m
n o p q r s t u v w x y z

look jump funny make
_ook _ump _unny _ake

ball ride will ran
_all _ide _ill _an

big came that say
_ig _ame _at _ay

boy hen he no
_oy _en _e _o

3g

Complete the sentence with a word that rhymes with
the word on the right.

Name ____________________

1. Sally ran to meet the children. feet

2. The rain made the street ____. get

3. The baby can not walk ____. car

4. The ____ is in the wagon. look

5. Girls and ____ like to play. toys

6. This ____ is a lot of fun. name

7. Take this ____ to your father corn

8. He got a ____ for working. time

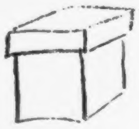
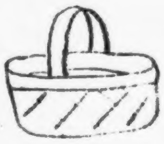
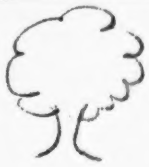
9. Your work is ____. night

3h

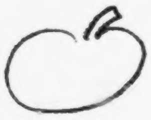
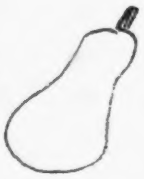
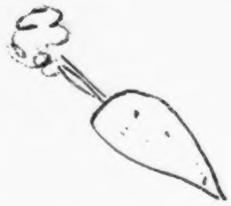
Complete the sentence by drawing a line under the picture that ends with the required consonant.

Name ______________________________

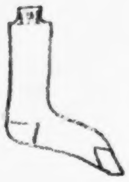
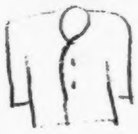
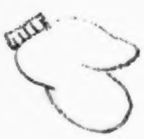
The nuts were in a ____t.

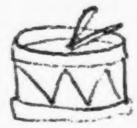
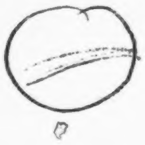
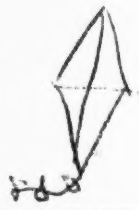
Jane ate a ____r.

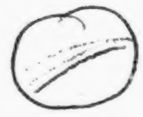
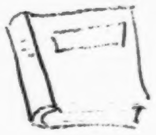
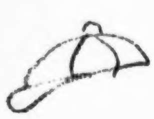
Put on your ____e.

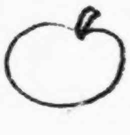
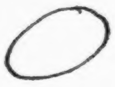
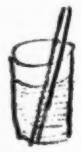
Let's play with the ____m.

Put away your ____k.

I want to eat an ___gg.

3i

Make a new word by substituting a different final consonant.

Name________________________ ________________________

a b c d e f g h i j k l m

n o p q r s t u v w x y z

can hop pig that

ca_ ho_ pi_ tha_

meat run help car

mea_ ru_ hel_ ca_

did ran but am

di_ ra_ bu_ a_

they feet had push

the_ fee_ ha_ pu_

3j

Make chains of words--similar to the first column--as long as possible.

Name____

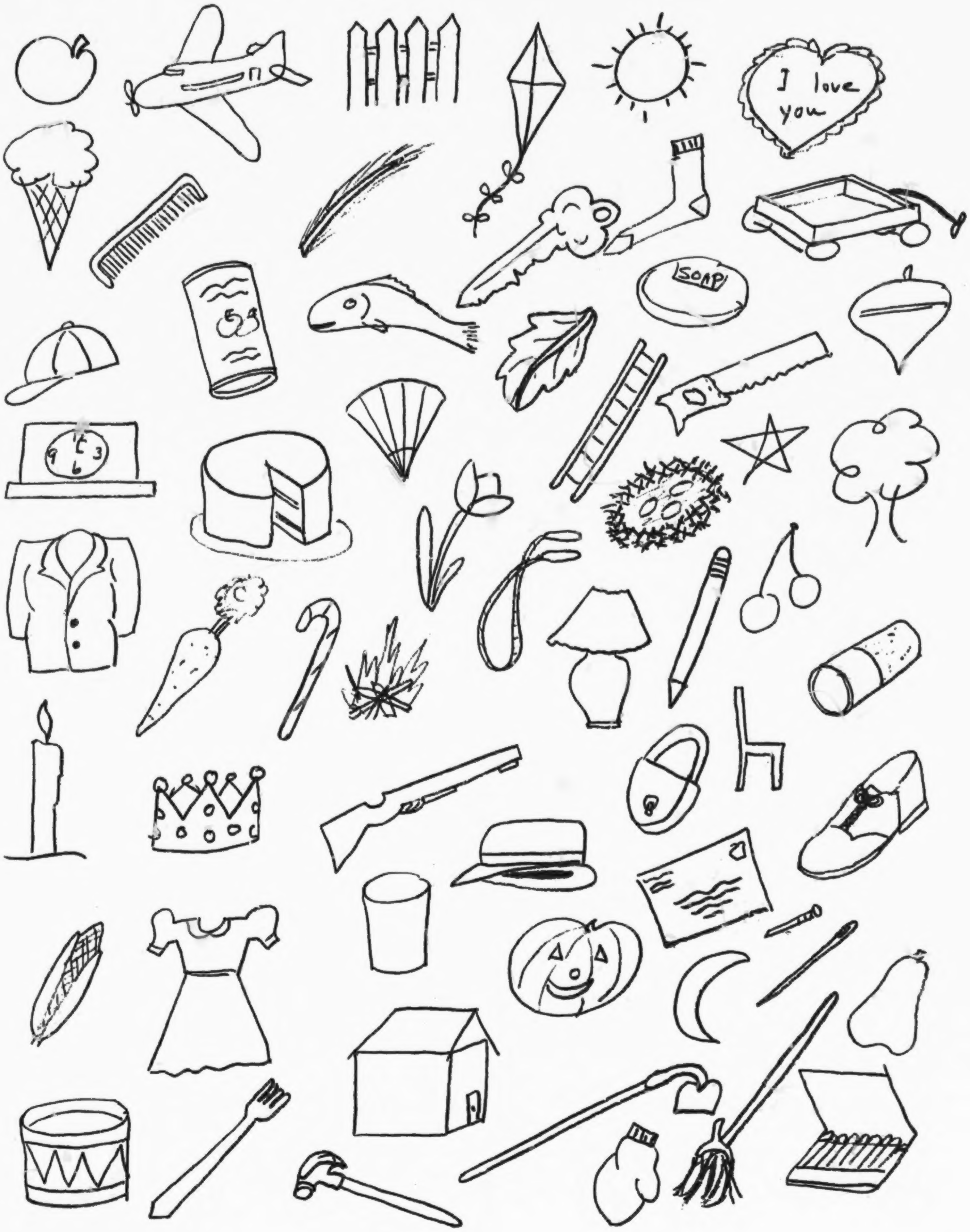
can
fan
fat
rat
rap
cap
map
mat
that

hop
hot
_ot
_ot

pig
pi_

eat
seat

Easy-to-draw Objects which the teacher may use in making up worksheets.


I love you
SOAP
9
3
6

The Worksheets:

Additional Source Material:

1) "The Program in Word Analysis", (2nd ed.), Colorado State Department of Education, Denver 2, Colorado. By Lucile H. Latting. 1956.

2) "Learning Letter Sounds", Paul McKee & M. Lucile Harrison. Houghton Mifflin Co., Boston, Mass.; The Riverside Press, Cambridge, Mass. 1957. (Consonants, rhyming pictures, etc.)

3) "Phonics, Sounds We Use", Maxine Dunfee. Follett Publishing Co., Chicago. (A series)

4) "Phonics We Use", Lyons & Carnahan, San Francisco, California. 1951. (A series)

5) "Phonics Skilltext", Charles E. Marrill Co., Inc., Columbus 15, Ohio.
1947 (A series--similar to weekly reader)
1958 (Rev.)

6) "Eye and Ear Fun", Clarence R. Stone., Webster Publishing Co. 1933; 1943. (A series)

7) "Wordland", The Continental Press, Inc., Elizabethtown, Pa. 1958. (A series)

8) "Happy Times With Sounds", Lola Merle Thompson. Allyn & Bacon. 1951. (A series)

9) Reading Fundamentals Program, The Continental Press, Inc., 1958. (Readiness only)

Point Of Introduction of Specific Phonetic Skills

Phonetic-analysis Skills:

Auditory perception of rhyme p PP
Visual-auditory perception of rhyme - P
Auditory perception of initial-consonant sounds - PP
Visual-auditory perception of initial consonants - P
Substitution of initial consonants - P
Visual-auditory perception of final consonants - 1
Substitution of final consonants - 1
Blending consonant sounds - 2^1
Auditory perception of vowels - 2^1
Visual-auditory perception of vowels - 2^1
Blending consonant and vowel sounds - 2^1
Auditory perception of syllables and accents - 2^2
Auditory-visual perception of syllables - 3^1

PP - Pre-primer
P - Primer
1 - First reader
2^1 - 2nd grade, 1st semester
2^2 - 2nd grade, 2nd semester
3^1 - 3rd grade, 1st semester
3^2 - 3rd grade, 2nd semester

Phonetic Understandings:

Consonants in words may be silent; silent consonants may be meaning or phonetic clues-2^1.
Silent vowel letters usually visual clues to vowel sounds-2^1.
Vowel letters stand for more than one sound-2^1.
Some consonants have variable sounds-2^2.
Word forms may be meaning clues-2^2.
If there is only one vowel in a word or accented syllable, that letter usually stands for the short sound unless it is at the end of the word accented syllable. -2^2.
If there are two vowel letters together in a word or accented syllable, usually the first stands for a long vowel sound and the second is silent. -2^2.
If there are two vowel letters in a word or accented syllable, one of which is final e, the first vowel usually stands for a long vowel sound and the final e is silent-2^2.
If the only vowel letter in a word is followed by r, the sound of the vowel is usually controlled by the r sound that follows it. -2^2.
The visual clue to a vowel sound usually follows the vowel letter in a word-2^2.
A word or a part of a word in which we say one vowel sound is called a syllable-3^1.
In words of two or more syllables, one syllable is stressed or accented more than the other or others-3^1.
Accent affects vowel sounds in syllables-3^1.

EVALUATION OF EDUCATIONAL NEEDS

Many times rapid placement of children is essential to a good start in a new school. This placement is most important for the children of migrant workers.

This section will give teachers and principals aid in a method for quick determination of a good grade or group placement of a new child. These materials may be modified to suit the general educational needs of each school.

Rapid Survey of Educational Needs*

Grades 1, 2, & 3

Pupil: Week beginning:

Items to Check	Suggested Method
1. Understands English ____well ____imperfectly ____poorly	Observation
2. Reads at these reader levels: Instructional level gr.____ Independent level gr.____	Reading Kit
Needs help with these skills: ____Alphabet ____sight words ____word endings ____compound words ____consonants ____consonant blends ____consonants in contents ____substituting consonants ____vowel sounds ____vowel combinations ____mechanical skills adequate but lacks comprehension	Work sheets & Reading Kit
3. Speech before group: ____clear and comfortable ____halting and confused Speech difficulty: ____extremely shy	Observation
4. Writing and Spelling: ____does not write ____uses manuscript ____uses cursive ____very poor ____fair quality ____excellent ____can copy a simple sentence from the board ____can write a simple sentence from dictation ____can write a sentence or more of his own ____can do regular work in speller for grade ____can do regular work in English book for grade	Regular work
5. Arithmetic: ____can count by rote to 100 ____can count objects to 20 ____recognizes number groups to 10 ____recognizes coins ____can count money to $1.00 ____can count by 2's ____can write numbers below 100 from dictation ____knows addition combinations through____ ____knows substraction combinations through____	Regular work & Individual Check
6. Health problems needing special consideration: ____energy level ____vision ____hearing ____limited activity	Transfers Nurse Observation
7. Special interest and abilities:	Observation
8. Attitudes toward himself and others:	Observation

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*The material in this section is patterned after pages in Teaching Children Who Move With the Crops, published by Walter G. Martin, Fresno County Superintendent of Schools, Fresno, California, 1955.

Reading Skill Test, Grades 2-3*

1) (Read these words:)

someone everywhere downtown into cannot haven't

2) (What do these words say?)

boats helping farmer slowly wooden making
walked named windy foxes getting bigger

3) (Tell me the names of these letters:)

b w c r l d e t S F G M Y A Q

4) (Point to the letter or letters that are at the beginning of the words I will tell you.)

M b s p r f l c n d sh bl sp cr cl dr sl

5) (Point to the letter above which you hear at the end of these words.)

6) (Read these sentences:)

Mother said, "Go get your c______, Sally."

The rain made the str______very wet.

Jack put the apples in a ______t.

7) (I will read the first word; you read the second)

ride Found rake head use can ton
wide pound stake bread fuse cane tone

8) (Can you read these words?)

Bake pin can pole tune fun hot mile

9) (What are these words?)

coal seed proud paw fail spoil gown

10) (Do you know these words?)

all have many where that how
laugh today away never before just

---

*Patterned after and using sections from page 39 in Teaching Children Who Move With the Crops, published by Walter G. Martin, Fresno County Superintendent of Schools, Fresno, California, 1955.

Rapid Survey of Educational Needs

Grades 4-8

Pupil: Week beginning:

Suggested Method

1. Understands English
____well
____imperfectly
____poorly
Observation

2. Reads at these grade levels:
Instructional level gr.____
Independent level, gr.____
Reading Kit

Needs help with these skills:

____Alphabet
____sight words
____word endings
____compound words
____mechanical skills adequate, but comprehension poor
____consonants & blends
____meaning & initial sounds
____vowel sounds
____syllabication

Work sheets
&
Reading Kit

3. Speech before group:
____clear and comfortable
____halting and confused
____extremely shy
Observation

4. Speech difficulty:
Spells successfully at grade level______.
Can write from dictation at level______ ______.

5. Can write his own ideas:
____not at all
____a simple sentence
____fluently
____a short paragraph
____in good form
____readable but with errors
____unreadable

Writing
Assignment

6. Arithmetic: Grade level for text book______
Needs help in these computation skills:
____addition facts
____subtraction facts
____multiplication facts
____division facts
____fractions
____addition processes
____subtraction processes
____multiplication processes
____division processes
____decimals
____Roman numerals

Rapid survey:
Arithmetic

Can do simple problems involving practical needs of children at grade level__________.

7. Health problems in need of special consideration:
____energy level
____vision
____hearing
____limited activity

Transfers
Nurse
Observation

8. Special interests and abilities:________________________.

9. Attitudes toward himself and others:__________________. Observation

RAPID SURVEY: WRITTEN LANGUAGE

Part I

Dictate the following spelling ladder. Stop when pupil is able to go no further. The highest level at which the pupil makes less than 3 errors is usually a good place to start his instruction. Shift when work seems too easy or too difficult.

Level 2
dog
play
went
fish
show
keep

Level 3
spend
south
middle
climb
glass
pick

Level 4
besides
inch
paid
talked
wrong
fresh

Level 5
notice
empty
machine
button
chocolate
neighbor

Level 6
decide
signal
natural
groceries
success
growth

Level 7
stranger
attractive
vacant
suggestion
delicious
religion

Level 8
subscription
describe
alcohol
permanent
poultry
witness

Part II

Dictate the following sentences to find out approximately how well the pupil spells when he is writing sentences. Start him at the highest level at which he makes no more than 2 mistakes in spelling.

Level 2: I have a big dog.
Level 3: We rode to town on the truck.
Level 4: I drink a glass of milk with each meal.
Level 5: Last summer I visited a big ranch in the mountains. We rode across a thousand acres on our horses.
Level 6: We stopped at a garage after the accident. It was a stormy night for traveling, and we were afraid to go on until someone examined the car.
Level 7: I think it would be exciting to correspond with a student in a foreign country. Can you suggest how to make arrangements?
Level 8: Our cafeteria has the most modern and efficient equipment available. We certainly appreciate its convenience.

Part III

Ask the child to write his own ideas on some topic which will interest him, such as "When I Grow Up," "The Best Day of My Life", "What Makes Me Mad", or "If I Had a Thousand Dollars". This will give you an indication of his stage of writing development.

ASSAYING ARITHMETIC SKILLS

Arithmetic is a favorite subject among migrant children probably because it is less dependent upon the language skills. Many of them have difficulty reading and understanding written problems, but like and respond to oral problems which involve the realities of their life experiences.

A great deal of corrective work is needed. Rapid progress can be made in this if these two fundamental considerations are observed in planning.

1. Corrective teaching must be focused on specific difficulties of the pupil. Time spent on diagnosis is well spent, even if he leaves before you get any further; but see that he understands what his difficulties are and send all the information you have accumulated to his next teacher.
2. Children need teaching, not practice, at the point of difficulty. Practice exercises should be used only, after the difficulty has been cleared. A series of teacher's manuals and children's materials covering a wide range of grade levels should be available.

Grades 1-3

________can count by rote to 100

________can count objects to________

________recognizes number words to________

________can count by 2's to________

________can write numbers from dictation below________

________recognizes coins

________can count money

________can make change

________knows addition combinations to________

________knows subtraction combinations to________

________can count by 5's to________

________can count by 10's to________

________can tell time to the hour

________can tell time to the minute

________knows measures in inches and feet

________knows measures cup, pt., qt., gal.

________knows measure day, week, month, year

________can read and understand a calendar, days of week, months.

ARITHMETIC

Grades 4-8

Give the following survey to determine the best starting place for new pupils. Check to find the highest level at which the child solves 3 out of 4 examples correctly. The next highest level is a promising place to start instruction.

Level 3:

$$\begin{array}{r}35\\ +42\\ \hline\end{array}\qquad\begin{array}{r}116\\ -\ 81\\ \hline\end{array}\qquad\begin{array}{r}42\\ \times\ 2\\ \hline\end{array}\qquad 3\overline{)669}$$

Level 4:

$$\begin{array}{r}\$6.50\\ +3.25\\ \hline\end{array}\qquad 6\overline{)762}\qquad\begin{array}{r}25\\ 42\\ 37\\ \hline\end{array}\qquad\begin{array}{r}692\\ \times\ \ 6\\ \hline\end{array}$$

Level 5:

$$\begin{array}{r}421\\ \times\ 53\\ \hline\end{array}\qquad 62\overline{)3560}\qquad\begin{array}{l}6\text{-}1/4\\ -3\\ \hline\end{array}\qquad\begin{array}{r}4.8\\ 5.2\\ 6.7\\ 4.9\\ \hline\end{array}$$

Level 6:

$$98.7 + 6.4 + 297.5 + .8 =$$

$$\begin{array}{r}729\\ \times 405\\ \hline\end{array}\qquad 39\overline{)874}\qquad\begin{array}{r}13\text{-}1/2\\ 72\text{-}1/4\\ 6\text{-}1/2\\ \hline\end{array}$$

Level 7:

$$125\overline{)43751}\qquad .76\overline{)4.408}\qquad 15\%\text{ of }60\text{ gallons }=$$

Find the area of a rectangle 26.2 inches long and 14.8 inches wide.

1. A $25 coat is offered for sale at 35% off. How much will it cost?
2. At one store canned milk was for sale at 3 cans for 29¢. At another store the same brand was priced at 4 cans for 43¢. Find the difference in price per can.
3. Mike's father took a trip of 2,136 miles and used 118 gallons of gasoline. To the nearest tenth of a mile, what was his average mileage for each gallon of gasoline?

ARITHMETIC PROBLEM SOLVING

Find the highest level at which the child can solve 2 out of 3. The next level is a good starting point.

Level 1:

1. Dick has 3 candy cones. Sally gave him 2. How many does he have now?
2. Jane had 4 red balls. She gave Sally 2 balls. How many did Jane have left?
3. Bill has 3 blue books and 1 red book. How many books does Bill have?

Level 2:

1. Jack has 7 rabbits. Two rabbits ran away. How many rabbits did Jack have then?
2. Mary's mother gave her 8 cookies. She ate three of them. How many did she have left?
3. Bob has 5 balls. Jack has 3 and Bill has 2. How many balls do all of the boys have?

Level 3:

1. Dick bought a pencil for 5 cents. He gave the man at the store a quarter. How much change did he get?
2. There are 28 children in the third grade. Only 25 are here today. How many are absent?
3. Jack has 8 marbles. Johnny has 6 marbles. Ralph has 4 marbles. How many do the boys have altogether?

Level 4:

1. John and Albert and Donald each pumped up 4 balls. How many balls did they fix?
2. The class is having a cookie sale. The boys and girls put 6 cookies in each bag. They have 96 cookies. How many bags will this make?
3. Ramon bought a toy airplane for 65 cents. He gave the man at the store a $5 bill. How much change did he get?

Level 5:

1. Rosa's mother bought four toothbrushes for 39¢ each. She bought 2 tubes of toothpaste for 63¢ each. How much did she spend?
2. Paul and his father are going to the city. If they drive at an average speed of 50 miles an hour, how long will it take them to go 225 miles?
3. Jack bought a $35 bicycle on sale for $27.50. How much did he save?

Level 6:

1. A man can earn $12.40 in a day picking cotton. He has been offered a job on the railroad at $1.75 an hour. On which job can he make more money if he works 8 hours a day? How much more?
2. The class took a three minute reading test to measure reading speed. Mary read 720 words and Catherine read 675 words. How many more words a minute did Mary read?
3. A used car cost $325, with $35 down and the rest to be paid in 20 monthly installments. How much will each monthly payment be?

A Reading Evaluation Kit

This kit is a tag-board folder constructed with open pockets inside, containing the following tools to use with the new comer.

1. A pack of 6 or more tagboard cards, 6 x 9 inches on which are mounted pages cut from reading textbooks. Each card is marked with the grade level of the reading material, and the series covers a range of reading levels below the grade where the kit is to be used.

Select pages which contain a complete story unit; they should be chosen for high interest. Vocabulary and questions may be placed on back of card.

2. Mimeographed copies of a silent reading check to be used in grade I and above. This check is composed of three sentences about the story on each card, with a key word left out for the child to fill in. These sentences use the vocabulary of the reading selection, but are not excerpts.

Cargo

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A

Agriculture	U. S. Department of Agriculture Washington, D. C.
Appleton	D. Appleton Century Company 35 W. 42nd Street - New York 1, N. Y.
Arizona Council	Arizona Council for Bilingual Children Howard M. Soule, President 338 W. Cinnabar Ave., Phoenix, Arizona
Arizona State Dept.	Arizona State Department of Education Phoenix, Arizona
Association of Childhood Education International	Association of Childhood Education International Washington, D. C.

B

Barnes	A. S. Barnes & Co., Inc. New York 16, New York
Bruce	Bruce Publishing Co. 400 N. Broadway, Milwaukee, Wisconsin

C

California State Dept.	California State Department of Education Sacramento, California
Childhood Education	Childhood Education
Colorado State Dept.	Colorado State Department of Education Denver 2, Colorado
Crown	Crown Publishers

D

Davis	Davis Press Worchester, Massachusetts
Day	The John Day Company New York, New York

E

Educator's	Educator's Progress Service Randolph, Wisconsin
Educational Clinic	Educational Clinic Boston University School of Education Boston 15, Mass.

	Elementary English	Elementary English
	Elementary Journal	The Elementary School Journal
	El Paso	El Paso Public Schools El Paso, Texas
	Exceptional Children	Exceptional Children
F	Field	Field Enterprises Chicago, Illinois
G	Ginn	Ginn and Company Chicago 16, Illinois
	Grosset	Grosset and Dunlap, Inc. New York 10, New York
H	Harcourt	Harcourt, Brace & Company New York, New York
	Houghton	Houghton, Mifflin & Co. Chicago 16, Illinois
I	Iowa State	Iowa State University Iowa City, Iowa
M	Macmillan	The Macmillan Co. 60 Fifth Ave., New York 11, New York
	McGraw	McGraw-Hill Book Co., Inc. Lincolnwood, Chicago 30, Illinois
N	N.E.A.	National Education Association 1201 16th St., N.W., Washington 6, D.C.
	N. M. Press	University of New Mexico Press Albuquerque, New Mexico
	New Mexico State Dept.	New Mexico State Department of Education Santa Fe, New Mexico
	New York State Dept.	State Department of Education The University of the State of New York Albany, New York

P

Putnam	G. P. Putnam's Sons 210 Madison Ave., New York 16, N. Y.

S

Sauners	W. B. Sauners Co. Philadelphia, Pennsylvania
Scott	Scott, Foresman & Co. Chicago 11, Illinois
Stockton	Stockton Unified School District Stockton, California
Superintendent of Documents	Superintendent of Documents U. S. Government Printing Office Washington 25, D. C.

T

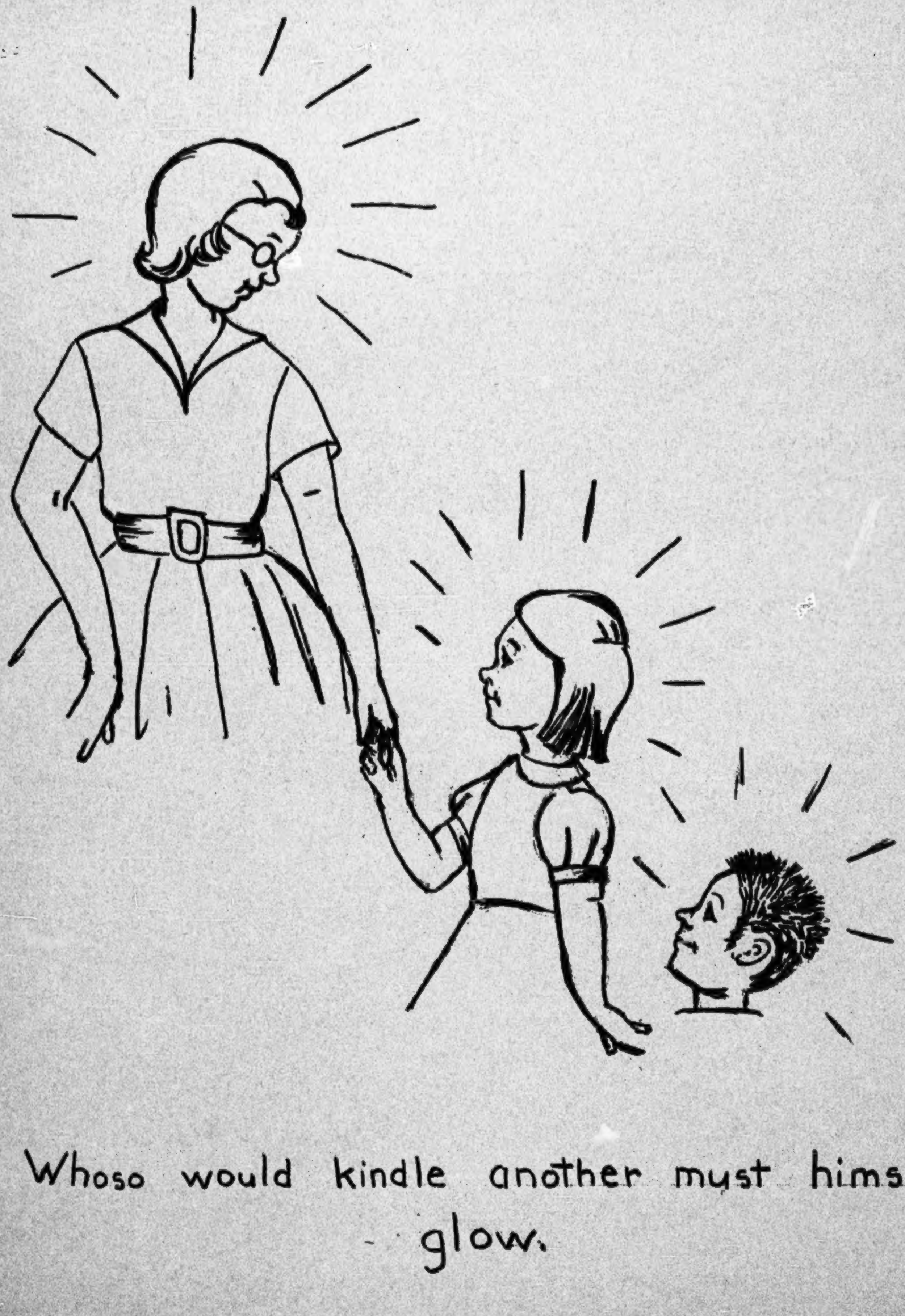
Texas State Dept.	State Department of Education Texas Education Agency Austin, Texas

U

U. S. Office of Education	United States Office of Education Washington 25, D. C.

W

Washington	University of Washington Press Seattle, Washington



Whoso would kindle another must himself glow.